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AN INVESTIGATION OF THE ASSISTANCE RECEIVED BY
BEGINNING ELEMENTARY SCHOOL TEACHERS IN THE
CALGARY PUBLIC SCHOOL SYSTEM

by

Scot Clarence Formanek

A Thesis

Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements for the Degree
of Master of Education

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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Investigation of the Assistance Received by Beginning Elementary School Teachers in the Calgary Public School System" submitted by Scot Clarence Formanek in partial fulfillment of the requirements for the degree of Master of Education.

ABSTRACT

This study investigated the assistance received by beginning elementary school teachers in the Calgary Public School System. Thirty-six of the seventy-five beginning teachers for the 1964-65 school year were interviewed in the ninth month (May) of the school year. Interviewees were asked about the help that they had received as beginning teachers and about help that they would like to have received. This information was sought for each of eleven subject areas and for a number of general areas, such as planning, pupil control, pupil evaluation, and so on. Comparisons were made between interns and non-interns, between Division I teachers and Division II teachers, and between those teachers who had followed an elementary route at university and those who had followed a secondary route.

The following were mentioned frequently as sources of assistance to beginning teachers: guides and manuals, university training, the internship program, and principals and assistant principals. The internship program and university training were frequently mentioned in both the general areas and the subject areas, guides and manuals were the most frequently mentioned source of assistance for the subject areas,

and principals and assistant principals were the most frequently mentioned source of assistance for the general areas. In the general areas university training was frequently mentioned by both elementary route trainees and secondary route trainees; in the subject areas, however, it was frequently mentioned by only elementary route trainees. Other teachers, consultants, and specialist supervisors received moderate mention in some of the areas investigated.

Suggestions from beginning teachers for additional assistance were numerous and varied. Beginning teachers would have liked more help in getting organized for the school year and in determining pupil standings. They requested more information about their authority, their responsibilities, playground supervision, and school purposes, policies, and procedures. They suggested that a course outline or a guidebook be made available for the subject health, and they suggested that more detailed guides be provided for writing, social studies, science, art, and physical education. Also, they requested more reference books for social studies, and more equipment and materials for science, art, and music.

Recommendations based on these findings have been presented in the thesis.

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CHAPTER I

INTRODUCTION

A person beginning employment generally becomes more skillful after a time at performing his task. How skillful the employee becomes, and how long it takes him to become proficient, may depend upon many factors. One of these factors is the assistance received by the employee to help him improve his work. Beginning teachers today are given assistance to help them become proficient educators. This assistance comes mainly in two ways: pre-employment training at a university and supervisory assistance during employment in a school system. The purpose of this study was to determine what assistance was received by beginning elementary school teachers in the Calgary Public School System, and to determine how effectively this assistance was meeting the needs of beginning teachers.

I. NEED FOR THE STUDY

A review of various research studies has shown that most beginning teachers encounter numerous problems during their first year of teaching, and that these problems can become major difficulties unless they are solved early in the

year. These studies also indicated that beginning teachers desired assistance in overcoming their difficulties. Often in the past, such assistance was not available.¹

In recent years, more and more has been done to provide assistance for beginning teachers. Teachers in Alberta are now required to complete at least two full years of training in university before entering the teaching profession. Also, many school systems now provide organized induction programs to assist beginning teachers during their first year of teaching. The Calgary Public School System, for instance, provides an induction program which includes the following features: (1) a voluntary internship program, (2) a new teachers' meeting, (3) consultative service by central office consultants, (4) consultative service from principals and teachers within the school, (5) teachers' guidebooks and manuals, and (6) a voluntary in-service program.²

Although Calgary's induction program was organized to assist beginning teachers entering the school system, no detailed study of the program was undertaken to determine its

¹Infra, pp. 13-17.

²Infra, pp. 27-32.

effectiveness. Does the induction program, together with university training, provide adequate assistance for beginning teachers? If not, in what areas has it failed and how can it be improved? These are some of the questions for which this study should help provide answers.

II. STATEMENT OF PURPOSE AND SUB-PURPOSES

The purpose of this study was to determine what assistance was received by beginning elementary school teachers in the Calgary Public School System and to determine how effectively this assistance was meeting the needs of beginning teachers. More specifically, this purpose was investigated through the following sub-purposes:

1. To determine what assistance was received by beginning elementary school teachers, comparing the assistance received by interns with the assistance received by non-interns.
2. To determine how useful the beginning teachers felt this assistance to be, comparing the usefulness for interns with the usefulness for non-interns.
3. To determine what further assistance beginning teachers desire, comparing the assistance desired by interns with

the assistance desired by non-interns.

In addition, for each of the above three sub-purposes comparisons were made to discover if there were any differences in the findings: (a) between Division I teachers and Division II teachers, and (b) between those Division II teachers who had followed an elementary route in university and those Division II teachers who had followed a secondary route in university.

III. DEFINITION OF TERMS

Beginning Teachers

Beginning teachers were defined as those full-time teachers who were in their first year of teaching. Teachers who had had previous teaching experience, other than student teaching or internship, were excluded by this definition.

IV. ASSUMPTIONS

This study must assume:

1. That the responses given by beginning teachers to the interviewer were frank and truthful.
2. That beginning teachers know what kind of assistance they need.

3. That beginning teachers know what kind of assistance has been useful to them.

V. DELIMITATIONS

The population for this study included only beginning elementary school teachers in the Calgary Public School System. Only full-time teachers who were in their first year of teaching were included in the study.

VI. LIMITATIONS

The interview method of investigation is subject to certain limitations. The interview method necessitates interaction between two individuals, a situation which is difficult to control. The interviewer cannot possibly manifest a uniform pattern of behavior throughout all of the interviews. Hence, variation between interviews inheres in this method of investigation. Although such variation cannot be erased, it can be partially controlled by a structuring of the interviews. In this study, the interviews were structured by the recording instrument so that this limitation of method was partially controlled.

A further limitation arises from the fact that some of

the beginning teachers did not teach all of the subjects of the curriculum, but instead taught some of the subjects to two or more classes. For these teachers, incomplete results were obtained for such subject areas.

VII. CHOOSING THE SAMPLE

The study was delimited to beginning teachers in Calgary's public elementary schools for the school-year 1964-65. This delimitation left a population of seventy-five teachers. From this population, a sample of thirty-six teachers was chosen to be interviewed for the study.

Because comparisons were to be made between interns and non-interns, between Division I teachers and Division II teachers, and between those Division II teachers who had followed an elementary route in university and those who had followed a secondary route, the sample was structured to ensure that an adequate number of teachers was interviewed from each of these categories. Within each category, however, the sample was chosen randomly. Table I shows both the population and the sample classified on the bases of internship, Division taught, and training route followed in university. Because the Calgary Public School System rarely assigns teachers with secondary training to Division I, a comparison was impossible

TABLE I

CLASSIFICATION OF INTERN AND NON-INTERN
TEACHERS BY DIVISION AND ROUTE

Classification	Interns	Non-Interns	Total
<u>Division I</u> [*] :			
Elementary Route	26 (6)	12 (6)	38 (12)
Secondary Route	0 (0)	1 (0)	1 (0)
<u>Division II</u> :			
Elementary Route	16 (6)	8 (6)	24 (12)
Secondary Route	6 (6)	6 (6)	12 (12)
Total	48 (18)	27 (18)	75 (36)

NOTE: The figures not in parentheses in this table show the number of teachers in the population; the figures in parentheses show the number of teachers chosen for the sample. For example, of the Division I teachers who followed an elementary route in university, 26 were interns (6 of these were chosen for the sample) and 12 were non-interns (again 6 of these were chosen for the sample).

*
Included in Division I were four teachers who were teaching both, grade 3 and grade 4.

between elementary route trainees in Division I and secondary route trainees in Division I. For the purposes of this study, teachers who were teaching both grades three and four were classified as Division I teachers.

Because the teachers were to be interviewed in their respective schools during school hours, the school principals involved were asked to cooperate by providing a room for the interview.³ The interview schedules were arranged by telephone conversation with the principals and teachers who were involved. All principals who were contacted agreed to cooperate in the study. All of the teachers chosen for the sample agreed to participate in the study. The results, therefore, reflect a 100 per cent response.

VIII. COLLECTION OF DATA

The thirty-six teachers in the sample were interviewed during the month of May, 1965. The interviews were conducted in the teachers' schools during school hours. A substitute teacher was provided for each teacher's class for the duration of the interview. Each interview lasted approximately two

³ See Appendix B. Correspondence to Principals and Teachers.

hours.

The interviews were structured by a specially devised recording instrument.⁴ The instrument requested information for each of the following general areas and sub-areas:

A. Planning

1. Long range
2. Daily

B. Organizing

1. Grouping pupils
2. Timetabling
3. Budgeting teacher time
4. Establishing routines

C. Pupil Control

1. General
2. Specific problems

D. Pupil Evaluation

1. Making examinations
2. Giving examinations
3. Determining pupil standings
4. Reporting to parents

E. Determining Role Expectations

1. Authority delegated
2. Responsibilities and expected duties

F. Getting Information About

1. School purposes
2. School policies and procedures

⁴ See Appendix A. The Recording Instrument.

G. Extra Duties

1. Playground supervision
2. Extra-curricular duties (clubs, sports)
3. Assigned jobs, such as librarian, visual aids coordinator, and so on.

H. Supplies and Facilities

1. Knowing what is available
2. Obtaining what is needed

I. Keeping the Classroom Register

J. Personal Orientation

1. Receiving a feeling of welcome
2. Finding living accommodation
3. Finding transportation to and from school
4. Getting information on
 - a. Salary
 - b. Medical services
 - c. Group insurance

K. Other

In addition, information on content and method was requested for each of the following subject areas:

- A. Reading
- B. Arithmetic
- C. Writing and Printing
- D. Spelling
- E. Social Studies
- F. Science
- G. Health

H. Art

I. Music

J. Physical Education

K. French

L. Religious Instruction and Opening Exercises

For each of the aforementioned areas and sub-areas, information was requested on the help that the teachers had received since coming on staff. Also, they were asked to mention where their university training had been helpful. Remarks were recorded of specific types of help that they had received in each sub-area, and of the source of the help, the time of the help, and the felt usefulness of the help. In addition, the teachers were asked to comment on what additional help they felt should be given beginning teachers in each sub-area. Again specific details were recorded, as well as the suggested source and time of the help.

At the end of the interview, each teacher was asked these two questions:

1. What, would you say, are the main problems of beginning teachers?
2. What, would you say, are the best sources of assistance for a beginning teacher?

IX. TREATMENT OF DATA

The completed interview sheets were analyzed, one sub-area at a time, to determine the degree of consensus among the interviewees. Comparisons were made between interns and non-interns and, where appropriate, between Division I and Division II teachers and between those teachers whose university training was in an elementary route and those teachers whose university training was in a secondary route, to discover any differences that existed between these classifications. The results are reported in the following chapters.

X. OVERVIEW OF THE THESIS

The remaining chapters of the thesis will present background information for the study and the results of the study. Chapter II will review the literature to present information on the problems of beginning teachers and on the value of induction programs. Also in Chapter II will be a description of Calgary's induction program. Chapter III will analyze the data for the general areas of the interview and for the final summarizing questions of the interview. The data on the subject areas of the interview will be analyzed in Chapter IV. Finally, Chapter V will summarize and discuss the findings, and make recommendations on the basis of these findings.

CHAPTER II

BACKGROUND

This chapter will provide a background for the study by presenting a review of pertinent articles and research studies and by giving a description of Calgary's induction program.

I. REVIEW OF THE LITERATURE

Problems of Beginning Teachers

Most beginning teachers encounter many problems during the early stages of teaching. Castetter, after perusing various studies that have dealt with this topic, has summarized the problems of beginning teachers into five categories:

1. Problems in becoming acquainted with and making adjustments in the community.
2. Problems involved in understanding the school system, its aims, policies, programs, procedures, controls, resources, organizational relationships.
3. Problems in becoming acquainted with the position, including courses of study, pupil personnel, and parents.
4. Problems in making acquaintances with other school personnel.

5. Problems of a personal nature, such as locating suitable living accommodations, health, and transportation facilities.¹

Each of these categories may contain numerous problems that have been encountered by various teachers. However, some problems seem to be encountered more frequently than others.

In 1953, Miller and Hodgson made a study of the difficulties encountered by beginning teachers in Alberta. The following difficulties were reported by at least one-half of the new teachers: (1) lack of equipment, (2) pupil control, (3) motivating pupil interest, (4) planning and preparing daily lessons, (5) adjusting to needs, interests, and abilities of pupils, (6) adjusting educational philosophy to existing conditions and (7) inadequate knowledge of subject matter.² The first two of these were rated as serious difficulties by one-third of the teachers.

¹William S. Castetter, Administering the School Personnel Program (New York: The Macmillan Company, 1962), p. 225. Italics were in the original.

²Velma Irene Miller and William E. Hodgson, "A Study of the Factors which Determine Success or Failure among Beginning Teachers in the Province of Alberta" (report presented to the Research Committee of the University of Alberta, July, 1953), p. 20.

The 105 teachers (in the study) averaged just under 4 serious difficulties, and just over 10 minor difficulties making a total of 14 difficulties (each). This is alarmingly high.³

Sister Kuefler, in 1959, obtained similar results in a study of three city separate school systems in Alberta.⁴ The six main difficulties listed by Miller and Hodgson reappeared among the eight main adjustment problems reported by Sister Kuefler. The other two were the problem of learning routines, records, and reports, and the problem of determining the extent of one's authority. The latter was found by Sister Kuefler to be the most severe adjustment problem of the first-year teachers in her sample.

In the same year, Aikenhead conducted a study of first-year teachers in the three prairie provinces. Only 19 per cent reported no major discouragements. The other 81 per cent reported the following to be their major problems, in the order given: (1) discipline, (2) critical parents, (3) lack of facilities, and (4) inability to apply what they had

³Ibid.

⁴Sister M. Constance Kuefler, "A Study of the Orientation Procedures for New Teachers in Selected School Systems" (unpublished Master's thesis, University of Alberta, Edmonton, 1959), p. 133.

learned at teacher training institutions.⁵

The evidence indicates that most beginning teachers encounter many problems, some of which become serious difficulties. Such a situation does not seem compatible with job satisfaction, and lack of job satisfaction might in turn lead to teacher resignation or transfer.

Murray conducted a study into the annoyances and frustrations which caused Alberta teachers to quit teaching. Among the difficulties most often cited were lack of equipment, uncooperative parents, and inadequate supervisory assistance during the first year.⁶

More recently, Hohn investigated the causes of teacher transfer within the Edmonton Public School System. Many causes were reported. High among them was dissatisfaction with administrative supervision.⁷ Frequently reported were

⁵ J.D. Aikenhead, "Teacher Satisfactions and Discouragements," Alberta Journal of Educational Research, VI (June, 1960), p. 100.

⁶ Thomas H. Murray, "An Investigation into the Annoyances and Frustrations Which Cause Alberta Teachers to Quit Teaching," Alberta Journal of Educational Research, I (September, 1955), pp. 31-32.

⁷ Eric George Hohn, "A Study of the Causes of Teacher Transfer in a School System" (unpublished Master's thesis, University of Alberta, Edmonton, 1964), pp. 60-66.

lack of administrative leadership for new teachers and lack of inspiration and motivation for new teachers. "New teachers apparently lacked confidence, felt insecure and desired some form of assistance in their efforts."⁸

New teachers apparently want assistance in overcoming their difficulties. When such assistance is not given, the difficulties often persist, causing job dissatisfaction and discouragement. This, in turn, can lead to teacher resignation and transfer.

Teacher Turnover

The recruitment of teachers for Alberta's school systems is a perennial problem. Between 1957-58 and 1963-64 the Alberta teaching force increased by 48 per cent from approximately 9,500 to 14,050.⁹ This is a yearly increase of about 7 per cent.¹⁰ But estimates based on figures for 1961 and

⁸Ibid., p. 63.

⁹J.D. Ayers, "The Alberta Teaching Force," The ATA Magazine, Special Issue (Submissions of The Alberta Teachers' Association to the Special Committee of the Legislative Assembly on Collective Bargaining between School Trustees and Teachers), October, 1964, p. 77.

¹⁰S.C.T. Clarke, N.T. Silletto, and Nolan Haring, "The Alberta Teaching Force, September, 1962," Research Monograph Number I, The Alberta Teachers' Association, Edmonton, 1964, p. 27.

1962 indicate that the "average" school board has to recruit 23 per cent of its teaching staff each year.¹¹ This means that, after providing for the 7 per cent yearly growth, the "average" school system must in addition find replacements for 16 per cent of its previous year's staff.

A 16 per cent yearly turnover shows a high rate of teacher mobility. Of these 16 per cent, about 7 per cent transfer to other teaching positions, about 5 per cent move into other jobs, about 1 per cent return to university for further training, and most of the remaining 3 per cent become homemakers.¹²

But why would 16 per cent of the teaching force quit their jobs each year? The studies by Murray and Hohn indicate that inadequate supervisory assistance to teachers, and in particular to beginning teachers, is a major cause of teacher transfer and resignation.¹³ Surely, the provision of a more

¹¹Ibid., pp. 27-28.

¹²Ibid., pp. 27-34. Also see R.S. MacArthur and S.A. Lindstedt, "The Alberta Teacher Force in 1957-58," Monographs in Education No. 3, The Alberta Advisory Committee on Educational Research, University of Alberta, Edmonton, 1960, pp. 40-49.

¹³Supra, pp. 16-17.

adequate supervisory program will help alleviate the situation. Part of this supervisory program will be the induction program for beginning teachers.

What Is a Good Induction Program?

The importance of a good induction program for new teachers has been recognized by educators for years. The comments of Elsbree, Reutter, and associates are typical of those that have appeared in the literature during the past few decades.

A carefully planned orientation program should be initiated immediately after a contract has been signed. It should be designed to bridge the gap for inexperienced teachers between the college preparation program and actual teaching responsibility, and for experienced teachers, between former employment and training and the new situation. If problems faced by personnel new to the system can be anticipated and solved early, efficiency and morale will be enhanced.¹⁴

The effectiveness of orientation programs has been the subject of several studies conducted during the past decade.

¹⁴W.S. Elsbree, E.E. Reutter, and Associates, Principles of Staff Personnel Administration in Public Schools (Columbia University, Bureau of Publications, 1959), p. 21.

Strickland,¹⁵ Tower,¹⁶ and the National Education Association,¹⁷ have conducted extensive studies in the United States to assess the value of orientation programs. All three studies found them to be of great value. Strickland, whose study involved 1,242 new teachers from 561 Ohio school systems, found the following results:

The ratings show that incidental programs were much more effective in helping the new teachers than no orientation programs whatsoever.¹⁸

(The study) also shows the unmistakable evidence of the superiority of organized orientation programs over incidental programs.¹⁹

In 1959, Sister M. Constance Kuefler conducted a similar study in Alberta, using a questionnaire which combined the instruments of the three forementioned studies.

¹⁵Evert C. Strickland, "Orientation Programs for New Teachers in Ohio Schools," Educational Research Bulletin, XXXV (October, 1956), pp. 169-175.

¹⁶Melvin M. Tower, "Orientation and In-Service Education Practices in Ninety-one School Systems in the United States," Educational Administration and Supervision, XLII (March, 1956), pp. 181-190.

¹⁷National Education Association, Research Division, "First-Year Teachers in 1954-55," Research Bulletin, XXXIV (February, 1956), pp. 1-48.

¹⁸Strickland, op. cit., p. 175.

¹⁹Ibid.

Her study involved new teachers and administrators from three city separate school systems. She, too, found that:

The effectiveness of orientation techniques in the schools which had organized orientation programs was superior to that where only an incidental program was in use. Even an incidental program, however, appears to be preferable to no program at all. Evidence indicated that the new teachers in schools having organized orientation programs were much less annoyed by adjustment problems than those in other schools.²⁰

Despite the evident value of planned orientation programs, many school systems still do not have a planned program. Strickland, for example, found that only 36 per cent of the 1,242 new teachers who took part in his study were provided with organized orientation programs.²¹ Eighty per cent of the administrators who took part in Sister Kuefler's study stated that their schools provided only incidental programs of orientation.²²

These studies have clearly demonstrated the value of organized orientation programs. But organization in itself does not ensure a good program. Tower states:

²⁰Sister Kuefler, op. cit., p. 98.

²¹Strickland, loc. cit.

²²Sister Kuefler, op. cit., p. 41.

Although many of these programs appear glamorous and very successful, a careful examination of them revealed a pattern of services that are often limited to helping the beginning teachers during the first week or two of school, leaving the new teacher without assistance during the crucial year ahead.²³

Such an orientation program might be likened to helping a non-swimmer reach the middle of the stream, and then leaving him on his own to reach the other side. Although this beginner will have a better chance than the one who is dropped straightway into the middle of the stream, the casualty rate will still likely be quite high.

For this reason, the good induction program will probably be an outgrowth of the recruitment and selection programs, and will likely last until at least the end of the first full year of teaching. Some educators would have it extend throughout the entire probationary period. For most of the states, this would be three years; for Alberta, this would be at least two years. There is little doubt, however, that the first year is probably the crucial year.

Again, however, merely organizing the program for the recommended length of time does not make it inherently a good program. The induction program, to be effective, must

²³Tower, op. cit., p. 181.

fulfill the goals that it is set up to fulfill. Although these goals may vary from system to system, certain goals are commonly mentioned in many induction programs. Castetter has found the following to be typical of most programs.

1. The induction program should enable every newly appointed staff member to be fully informed about the community, duties and responsibilities of the position, nature of the school system, and the individual attendance unit to which the inductee will be assigned. This is tantamount to saying that one of the chief activities of the program will be that of furnishing newly appointed personnel with pertinent information to facilitate adjustment.
2. An important goal of the induction program is to make the new appointee feel, as soon as possible, that he is an integral part of the organization and the community which the school serves.
3. The ultimate aim of the induction program is to improve the quality of instruction. The induction program should provide for a continuation of efforts to determine the extent to which the man and the position are compatible, and, to determine whether the school system should accept the individual as a permanent member of the school staff.
4. An important part of the induction program is that of providing technical assistance to the newly appointed personnel. Whether it be assistance in understanding goals, or in developing attitudes and skills, the program should be designed to eliminate the possibility of teacher failure or maladjustment because he lacks assistance in his work.
5. The induction program should utilize total resources of the school, both human and material, in helping the inductee to reach a satisfying level of performance.

6. Position satisfaction and the increasing ability of new personnel to be self-directing are legitimate and practical ends of the induction program.²⁴

In sum, the induction period, which begins during recruitment and ends when the inductee becomes a permanent member of the school staff, offers numerous opportunities for the school system to further its aims through improvement of the school staff.²⁵

The school system should not miss such an opportunity.

The goals of the induction program may be met in various ways. Letters of welcome, meetings with the principal, staff meetings, tours of the school and the community, social gatherings, pre-school workshops, internship programs, new teachers' meetings, curriculum guides, new teachers' handbooks, policy handbooks, the assignment of "buddy" or helping teachers, conferences with colleagues, conferences with the supervisor or principal after visitation, and the watching of demonstration lessons are but a few of the methods that may be used to meet these goals.

How effective these methods are will depend to a large extent on how carefully they have been arranged. If they have been carefully organized in an effort to meet the goals

²⁴Castetter, op. cit., pp. 231-232.

²⁵Ibid., pp. 232-233.

of the program, they will likely exhibit a fair degree of success.

Sister Kuefler found that the two most useful orientation techniques for the teachers in her study were: (1) bulletins issued by the local school board, and (2) general staff meetings.²⁶ However, these were also the two most frequently used techniques.²⁷ This, to some extent, probably accounts for their usefulness.

The ultimate goal of the induction program, of course, is the improvement of the school system through the early development of its school staff. In meeting this objective, the induction program should assist new teachers in conquering their problems, while at the same time motivating them to extend their best efforts. The conquering of early problems will, by itself, provide stimulation for the beginning teacher.

Responsibility for the Induction Program

Who should take the responsibility for the organization of the induction program? Castetter comments as follows:

²⁶Sister Kuefler, op. cit., p. 57.

²⁷Ibid., p. 47.

The induction process, in its broadest sense, is an extension of the recruitment and selection programs, in which administrative efforts are designed to match the man and the position, to enable the man to achieve position satisfaction, and to utilize fully the satisfactions and the competencies of the man in attaining the goals of the educational program.²⁸

Thus, the induction program is essentially an administrative function. This does not mean, of course, that the superintendent should exclusively control the process. He must, however, accept the leadership role in coordinating the induction program.

In brief, responsibility of the administrator in planning to induct newly appointed personnel is not necessarily different from his responsibility for the educational program. With assistance from all operating levels, he will fix objectives, decide the kind of program which should be put into effect for achieving induction goals, assign staff responsibilities for specific program activities, coordinate staff efforts in various phases of the induction process, and appraise the effects of the program in terms of purpose.²⁹

Through administrative leadership the induction program can become a vital part of a school system's supervisory program.

²⁸Castetter, op. cit., pp. 224-225.

²⁹Ibid., p. 231.

II. CALGARY'S INDUCTION PROGRAM

The features of Calgary's induction program for 1964-65 may be categorized as follows: (1) a voluntary internship program, (2) a new teachers' meeting, (3) consultative service by central office consultants, (4) consultative service from within the school, (5) teachers' guidebooks and manuals, and (6) an in-service program.³⁰ Each of these will be described in turn.

The Internship Program³¹

Calgary's internship program is held during the month of May, covering approximately twenty teaching days. New teachers who have been appointed to the staff for the following school year are invited to participate in the internship program. In 1964, forty-eight of the seventy-five beginning teachers for the elementary grades accepted the invitation.

³⁰ These are the main features of the induction program as outlined by Derek Morris, Assistant Superintendent, Division II, Calgary School Board, in a personal interview on February 23, 1965.

³¹ Information obtained in a personal interview, February 23, 1965, with Robert B. Walls, Calgary school principal and liaison member of the Alberta Teachers' Association provincial committee on internship and of the Calgary School Board local committee on internship.

The school system arranges the placement of the interns. Each intern is placed with a competent teacher who has agreed to participate in the program. The interns, however, are assigned to the school, rather than to the cooperating teacher.

Prior to the arrival of the interns, the principal meets with the cooperating teachers from his school to discuss their role in the program. Also, the interning teachers meet with the principal at various times during the internship program to discuss some of the broader aspects of teaching. The principal, in cooperation with his staff and with the interns, arranges the program in which the interns will participate.

Although most of the intern's time will be spent with the cooperating teacher, the principal does make arrangements for the intern to visit and teach other classes and other grades and to become acquainted with other aspects of the educational program. This is why the intern is assigned to the school rather than to the cooperating teacher.

The program is arranged to give the intern experience in those grades and areas in which he is interested in teaching the following year. As soon as the cooperating teacher feels that the intern is ready, he delegates to the intern

full responsibility within this setting.

At the end of the internship period, the cooperating teacher submits a report to the elementary school superintendent. This report is used in placing the intern for the following year in a position where both he and the school system will derive the greatest benefit.

The New Teachers' Meeting³²

The new teachers' meeting is held on Friday and on Saturday morning of the second week of September. Those new teachers who did not participate in the internship program are required to attend this meeting. Because there are several hundred teachers at this meeting, little more can be done than to anticipate problems common to most of those present and to answer these. The meeting also indicates to new teachers services that are available to them.

The first morning of the meeting is devoted to a general session. Matters common to all new teachers are discussed here. The superintendent of schools addresses the

³²Information obtained in a personal interview, February 23, 1965, with Garfield Anderson, Division II consultant, and Betty Wood, Division I consultant for the Calgary Public School System.

meeting, welcoming the new teachers and giving an overview of the school system. The personnel manager discusses such items as certification, salary, and medical and insurance services. Supervisors from the departments of music, physical education, French, and guidance also address the general session. In addition, such general items as class management and routines, and the availability of materials from the school system or the Department of Education are discussed at this time.

The remainder of the meeting is devoted to more specialized sessions. Teachers from Divisions I and II now meet separately to discuss the streaming program, reporting procedures, and such subject areas as reading, social studies, science, arithmetic, and writing. The teachers, during these sessions, do have time to ask questions.

Consultative Service from Central Office³³

During the 1964-65 school year, there were seven elementary school consultants in the Calgary Public School System. These seven consultants serve all elementary teachers in the system, not just the new teachers. The consultants visit all new teachers as soon as possible in the school year.

³³Ibid.

This first visit is a brief "Hello" visit. During this visit, the consultants usually discuss planning, timetabling, routines, and management.

Future visits are dictated by need. Such visits may be directed by central office, or they may be requested by either the principal or the teacher. In general, the consultants spend the majority of their time with those teachers who request or require the most assistance.

The consultants are "staff" personnel whose major purpose is to assist teachers. They do not rate teachers.

Specialist supervisors in the areas of music, physical education, and French perform a similar service to that outlined above.

Consultative Service from Within the School

Various consultative services are provided for new teachers from within the school. Prior to the beginning of the school term, new teachers are requested to meet with their school principal. At this time, they should learn specifically what their teaching assignment is and what their responsibilities are. This meeting often includes a tour of the school and a visit to the teacher's classroom.

Throughout the school year, the principal and assistant principal are available for the discussion of various matters. Most principals give supervisory assistance to their teachers.

Also, teachers often discuss ideas and problems with their colleagues. New teachers can learn much from other teachers in the school.

Teachers' Guidebooks and Manuals

All teachers are supplied with available curriculum guides and teaching manuals. Although these, like consultative services, are available to all teachers, they are still a part of the induction program for new teachers.

In-service Program

New teachers may, if they wish, enroll in one or two of the in-service activities that are offered each year by the Calgary school system. These activities cover a wide variety of subject areas, guidance topics, and so on. Generally, however, teachers are not encouraged to enroll in in-service courses during their first year of teaching.

III. SUMMARY OF CHAPTER II

This chapter has presented background information for the study by reviewing the literature and by describing Calgary's induction program. The review of the literature showed that beginning teachers encounter many problems in their first year of teaching, problems which may become serious difficulties and which may lead to job dissatisfaction and teacher resignation. However, other studies have shown that the incidence of teacher maladjustment and discontentment is much less in schools that provide organized orientation programs for new teachers than it is in schools that do not provide such programs. These studies attest to the evident value of organized orientation programs.

The latter part of Chapter II presented a description of Calgary's induction program for beginning teachers. The following features of the program were described in that section: (1) a voluntary internship program, (2) a new teachers' meeting, (3) consultative service by central office consultants, (4) consultative service from principals and teachers within the school, (5) teachers' guidebooks and manuals, and (6) a voluntary in-service program.

CHAPTER III

ANALYSIS OF DATA, PART I: THE GENERAL AREAS

This chapter will analyze the data for the general areas of the interviews. The subject areas will be analyzed in Chapter IV.

I. PLANNING

Long Range Planning

All of the beginning teachers interviewed reported some help with long range and unit planning. Some teachers reported only one source of help, whereas others reported four or five sources of help. Table II shows that the main sources of help for long range planning were guides and manuals, principals and assistant principals, and other teachers. Guides and manuals were reported useful by 61 per cent of the interviewees, principals and assistant principals by 47 per cent, and other teachers by 47 per cent.

Principals and assistant principals often offered suggestions, showed examples of appropriate long range plans, and checked the teachers' plans when they were completed. Other teachers usually offered suggestions and allowed the

TABLE II

HELP RECEIVED BY BEGINNING TEACHERS WITH LONG RANGE PLANNING

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Guides, manuals	5	8	3	6	8	14	61
Principals, assistants	8	1	5	3	13	4	47
Other teachers	6	5	4	2	10	7	47
Internship program	5	3	-	-	-	-	44*
Consultants	1	1	4	3	5	4	25
University training	1	3	2	3	3	6	25
No help received		(0)		(0)		(0)	(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

beginning teachers to view their plans. Those teachers who taught the same grade as the beginning teacher were usually considered to be of most help. In some schools, all of the teachers from the same grade worked together to make their long range and unit plans. Such cooperative methods were reported to be valuable; however, most beginning teachers further revised such group plans to more adequately meet the needs of their particular classes.

Although guides and manuals were mentioned by 61 per cent of the teachers as being useful for long range planning, they were seldom referred to as the primary source of assistance in this area. Several beginning teachers stated that the guides and manuals by themselves were insufficient, that more personal help (either from a principal or a consultant) was needed in addition to this written material. Also, a few teachers suggested that the guides might be more detailed and might be made available to beginning teachers some time prior to the start of school.

One quarter of the beginning teachers found the consultants to be helpful for long range planning. More non-interns than interns found the consultants to be helpful in this sub-area. (See Table II, page 35.) Possibly this was

because the consultants generally visit the non-interns first, and the interns later in the school year.

Also, 44 per cent of the interns stated that the internship program was helpful for long range planning. Some interns stated that seeing the cooperating teacher's plans was useful. A few teachers said that they made unit plans while interning. This experience was cited as being very useful. A few other interns stated that they would have liked to have had practice in making unit plans during internship.

Nine of the thirty-six beginning teachers (25 per cent) reported their university training to be of value in long range planning. Only one of these had followed a secondary route in university; the remaining eight had followed an elementary route.

Thirty-three of the thirty-six teachers (92 per cent) felt that more help could be given with long range planning. There were many and varied suggestions as to what form the help should take. Fifteen teachers (42 per cent) recommended that beginning teachers be given assistance in making their plans before the start of school. Ten teachers had received assistance prior to the start of school; four of these would have liked more help than they received.

Obviously, if planning is to be done prior to the opening of school, then guides, manuals, and textbooks must be provided to beginning teachers during the summer. In addition, consultants or principals would need to be available to give personal help as required. Several teachers mentioned that the guides and manuals were a good source of assistance for planning, but that they were insufficient by themselves. The data gave further evidence for this assertion. Whereas 61 per cent of the teachers said that guides and manuals were useful for planning, only 22 per cent rated them "very useful". However, help from experienced personnel (principals and assistant principals, consultants, and other teachers) was rated "very useful" by 61 per cent of the respondents.

Many beginning teachers felt that the first weeks of teaching would have been much less confusing if they had been adequately prepared for the start of school. Seventeen beginning teachers (47 per cent) stated that their main problem this year was the confusion of everything being thrust upon them all at once during the first few days of teaching.¹ Apparently, most beginning teachers now wish that they had

¹Infra, pp. 73-75.

been able to commence work one or two weeks prior to the opening of school.

Daily Planning

The responses of beginning teachers indicate that they require less assistance with daily planning than they do with long range and unit planning. Table III shows the sources of help for daily planning. The data in Table III indicate that the internship program can be a major source of assistance with daily planning. Sixty-seven per cent of the interns said that the internship program was quite helpful in this sub-area. Only two of the interns indicated that they had received no help with daily planning, whereas six of the non-interns indicated that they had received no help in this sub-area. Also, whereas ten of the interns said that the help received was adequate, only five of the non-interns made a similar claim.

Table III reveals that non-interns received more help from their principals and other teachers than did interns. This help was mainly in the form of suggestions and samples. Both groups found their university training, mainly student teaching, to be of some value in daily planning. Eight of the nine teachers who listed university training as helpful

TABLE III

HELP RECEIVED BY BEGINNING TEACHERS WITH DAILY PLANNING

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	10	2	-	-	-	12	67*
Other teachers	0	5	5	1	5	11	31
University training	5	0	3	1	8	9	25
Principals, assistants	0	1	2	3	2	6	17
Consultants	1	1	1	3	2	6	17
Other sources	0	1	4	0	4	5	14
No help received	(2)		(6)		(8)		(22)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

had taken an elementary route in university. The consultants, mentioned by six teachers, seemed to be of most value in this sub-area when helping teachers organize for a double grade (that is, for a class that contained two grades).

The teachers made various suggestions for additional help. Three of the interns thought that their internship could have been more useful in this sub-area; four of the non-interns wished that they had interned. Five teachers would have liked help early in the year from a principal or consultant, and five others would have liked to see samples of plans made by other teachers. Hence, many of the teachers would have liked more help in the form of suggestions and samples from experienced personnel.

II. ORGANIZING FOR TEACHING

Grouping Pupils

Division II. Of the twenty-four Division II teachers interviewed, each of eight teachers had but one grade in his class; each of the other sixteen teachers had at least two grades in his class and hence two groups within his room. None of the twenty-four Division II teachers had created sub-groups within the grades. A few had tried, but were unable

to handle such arrangements. Most Division II teachers felt that there was no need for within-grade grouping; they felt that help was best given individually where needed. A few felt that within-grade grouping might be beneficial, but they were unsure of how to organize or maintain such groups. The Division II teachers as a whole had little knowledge about within-grade grouping.

Division I. In Division I, teachers were expected to maintain two or three reading groups within their classes. Eight of the twelve Division I teachers received their classes pre-grouped by last year's teachers. In most cases, where groups were set up or rearranged by the beginning teacher, help was received from consultants, other teachers, principals or assistant principals. A few Division I teachers would have liked more help with arranging groups, but most of the teachers found that the help received was adequate.

Timetabling

Table IV shows that the main source of help in devising a timetable was the Greenbook, a school board pamphlet which lists the amount of time that is to be spent per week on each subject. Fifty-six per cent of the teachers referred

TABLE IV
HELP RECEIVED BY BEGINNING TEACHERS WITH TIMETABLING

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Guides	5	5	2	8	7	13	56
Internship program	5	3	-	-	-	-	44*
Principals, assistants	5	4	4	3	9	7	44
Other teachers	1	2	3	1	4	3	19
Consultants	0	2	1	2	1	4	14
Other sources	1	2	1	2	2	4	17
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

to this guide when making their timetables. Forty-four per cent of the interns found the internship program to be helpful by providing experiences with, and copies of, various timetables. Also, forty-four per cent of the beginning teachers received help, suggestions, or examples from their principals or assistant principals.

Thirty-nine per cent of the teachers felt that the help received in this sub-area was sufficient. Five teachers would have liked help earlier; seven teachers felt that sample timetables could have been made available.

Budgeting Teacher Time

Ninety-seven per cent of the teachers interviewed reported no help with budgeting their own time. Many of these teachers professed to working extremely long hours the first few weeks or months of school. Nevertheless, 58 per cent of the teachers felt that this was a sub-area where help should not be given. Following are some of the comments made by various teachers: "This is up to the individual teacher." "People are different." "After two years of university, you shouldn't need much help with budgeting time." Six teachers did suggest that, where the beginning teacher seems to be working unduly long hours, the principal might discuss with

him what is a realistic amount of time to spend "on the job".

Establishing Routines

The internship program is a very strong source of help in the establishment of classroom routines. Table V shows that it was by far the most useful source of help among the interns, 83 per cent of whom found it to be useful in this sub-area. Other sources of help in this sub-area were university training, reported by 42 per cent of the beginning teachers, other teachers (42 per cent), consultants (22 per cent), and principals and assistant principals (19 per cent). A comparison of the "Very Useful" columns in Table V further accentuates the overshadowing effect of the internship program. Among the non-interns, other sources of help more frequently received a "very useful" rating than they did among the interns. The interns apparently found the other sources of help to be of secondary importance.

Further evidence of the value of the internship program can be cited from the fact that the non-interns had more than twice as many suggestions for help in this sub-area as did the interns. The non-interns in particular seemed to feel that the importance of good classroom routines was not stressed enough to the beginning teacher. How it should be

TABLE V

HELP RECEIVED BY BEGINNING TEACHERS WITH ESTABLISHING ROUTINES

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	10	5	-	-	-	15	83*
University training	0	8	5	2	5	15	42
Other teachers	3	4	5	3	8	15	42
Consultants	1	2	2	3	3	8	22
Principals, assistants	0	3	2	2	2	7	19
Other sources	0	0	3	2	3	5	14
No help received	(0)		(3)		(3)		(8)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

stressed seemed of less importance than the assurance that it would be stressed both before school started and during the first few weeks of school.

III. PUPIL CONTROL

General Control

The sources of help for general pupil control are listed in Table VI. Nine of the eighteen interns, or 50 per cent, said that the internship program helped them to learn about pupil control. Internship provided several kinds of help: it enabled them to observe someone with good control, it allowed them to discuss control problems with the cooperating teacher, and it left them in charge of a room for some time. (However, the interns felt that the influence of the cooperating teachers was still apparent, even though they were not in the room.)

Thirty-nine per cent of the beginning teachers said that their principals or assistant principals were a good source of help when help was needed. A few principals talked to the new teachers before the start of school, suggesting how they might establish control early in the year. Other sources of help included suggestions from other teachers and consultants,

TABLE VI

HELP RECEIVED BY BEGINNING TEACHERS WITH GENERAL PUPIL CONTROL

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	3	6	-	-	-	9	50*
Principals, assistants	5	2	4	3	9	14	39
Other teachers	3	2	2	2	5	9	25
University training	3	1	2	1	5	7	19
Other sources	0	0	3	4	3	7	19
No help received	(2)		(4)		(6)		(17)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

and student teaching.

Several teachers suggested that the principals should emphasize the need for firm and consistent discipline right from the start. Others suggested that principals should make known their availability to give help with control as requested. Some of the non-interns felt that internship experience would have been valuable.

Specific Control Problems

Beginning teachers were asked if they had received help with isolated incidents or with specific children who were behavioral or emotional problems. The responses are categorized in Table VII. Forty-seven per cent reported valuable assistance from principals or assistant principals, and 28 per cent from guidance services. However, a number of teachers stated that worthwhile help with specific control problems was difficult to obtain. Thirty-one per cent of the teachers suggested that there should be someone designated who could be easily contacted to give prompt and efficient help with specific problems. Seventeen per cent of the teachers specifically suggested that more and better guidance services be made available.

TABLE VII

HELP RECEIVED BY BEGINNING TEACHERS WITH SPECIFIC CONTROL PROBLEMS

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Principals, assistants	4	6	2	5	6	11	47
Guidance services	2	5	1	2	3	7	28
Other sources	1	1	2	6	3	7	28
No help received	(2)		(5)		(7)		(19)

IV. PUPIL EVALUATION

Making Examinations

Table VIII shows that the most frequently mentioned source of help to beginning teachers with making examinations was from other teachers. Forty-four per cent of the beginning teachers indicated that they had received help from other teachers; 33 per cent stated that this help was very useful. These teachers either met with each other to make their tests, or else referred to each other's examinations. Help from university training, mainly from education courses, was mentioned by 42 per cent of the respondents. Twenty-eight per cent of the teachers reported no help in this sub-area, 25 per cent reported adequate help.

Giving Examinations

Sixty-seven per cent of the beginning teachers reported no help with administering teacher-made tests; 56 per cent thought that no such help was needed. Probably the best suggestion for this sub-area is that those beginning teachers who feel that help is needed should discuss the matter with their principals or with experienced teachers.

TABLE VIII

HELP RECEIVED BY BEGINNING TEACHERS WITH MAKING EXAMINATIONS

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Other teachers	6	2	6	2	12	4	44
University training	3	5	2	5	5	10	42
Internship program	1	3	-	-	-	-	22*
Principals, assistants	1	2	2	0	3	2	14
Other sources	1	0	2	2	3	2	14
No help received	(3)		(7)		(10)		(28)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

Determining Pupil Standings

Determining standings of pupils was a sub-area in which 89 per cent of the beginning teachers felt inadequate. "It is difficult for a new teacher to make comparisons; a new teacher has no basis for comparisons." "This is really hard." "I feel incompetent when making out report cards." "The terrible part about assigning marks is that they are so artificial and rigid."

Table IX shows that principals and assistant principals were the most frequently reported source of help with determining standings. Forty-four per cent of the teachers reported help from this source. In most of these cases, the principal or his assistant either told each teacher what standings his class as a group should receive (classes are often arranged homogeneously according to the previous year's achievement) or had the teachers give common exams, the marks of which were scaled to fit a school system suggested distribution. A secondary source of help was other teachers. Thirty-one per cent of the beginning teachers said that they met with other teachers to make common exams or to discuss relative pupil standings.

Seven teachers (19 per cent) had received no help with

TABLE IX

HELP RECEIVED BY BEGINNING TEACHERS WITH DETERMINING PUPIL STANDINGS

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Useful	
Principals, assistants	5	4	6	1	11	5	44
Other teachers	3	3	2	3	5	6	31
Other sources	2	1	2	4	4	5	25
No help received	(4)		(3)		(7)		(19)

determining pupil standings; five of these were Division I teachers. Thus, only seven of the twelve Division I teachers, or 58 per cent, reported help with determining pupil standings, but 92 per cent of the Division II teachers reported help in this sub-area.

Although 89 per cent of the beginning teachers felt that help was needed with determining standings, only 19 per cent (seven teachers) received help that they considered adequate. Each of these seven teachers had received help from his principal or assistant principal as described above.

Reporting to Parents

In the Calgary Public School System, the report cards for Divisions I and II are different. Division I teachers complete the report cards by writing comments only; Division II teachers give letter gradings for each subject, but they may also write comments.

Division I. Table X shows that seven out of twelve, or 58 per cent, of the beginning teachers in Division I reported help from their principals or assistant principals in preparing the report cards. This was the major source of help in this sub-area. The principals or assistant principals gave these teachers sample comments or sample report cards, or

TABLE X

HELP RECEIVED BY BEGINNING TEACHERS WITH REPORTING TO PARENTS

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Division I:</u>	(N=6)		(N=6)		(N=12)		
Principals, assistants	2	1	1	3	3	4	58
Other teachers	1	0	1	0	2	0	17
Other sources	0	1	1	4	1	5	50
No help received	(0)		(0)		(0)		(0)
<u>Division II:</u>	(N=12)		(N=12)		(N=24)		
Principals, assistants	2	3	5	2	7	5	50
Other teachers	1	1	0	0	1	1	8
Other sources	1	3	4	2	5	5	42
No help received	(4)		(4)		(8)		(33)

looked over the teachers' comments before the report cards were sent home. Three Division I teachers who had not received samples suggested that samples should be made available. Five of the Division I teachers (42 per cent) said that they would prefer report cards that required letter gradings as well as comments.

Division II. Although Division II teachers use letter gradings on report cards, there is a space for comments also. Table X on page 56 shows that 50 per cent of the Division II teachers (twelve out of twenty-four) reported help from their principals or assistant principals with making comments. This help came in the form of suggestions about the type of comments to write, help with the wording of comments, or scanning of the completed comments. Twenty-five per cent of the Division II teachers thought that the help received was sufficient, another 25 per cent thought that no help was needed, and a further 25 per cent suggested that a list of possible comments would be helpful.

Division II teachers were also asked what help they received with "Open Houses" or parent interviews. The responses are tabulated in Table XI. Thirty-eight per cent reported help from their principals or assistant principals,

TABLE XI

HELP RECEIVED BY BEGINNING TEACHERS WITH PARENT INTERVIEWS

Source of Help	Interns (N=12)		Non-Interns (N=12)		Total (N=24)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Division II:</u>							
Principals, assistants	3	2	2	2	5	4	9
Other teachers	1	1	0	4	1	5	6
No help received		(4)		(5)		(9)	(38)

25 per cent reported help from other teachers, and 38 per cent reported no assistance. Forty-two per cent thought that the help received was sufficient, 33 per cent thought that no help was needed, and 13 per cent would have liked more help from principals or teachers.

V. DETERMINING ROLE EXPECTATIONS

During the first week of interviewing, it became evident that various teachers were interpreting each of the terms "Authority Delegated" and "Responsibilities" differently. For succeeding interviews, each of these terms was explained by the interviewer before the teachers were asked to comment on them. The results in this area, therefore, are based on a sample of twenty-four beginning teachers. This is the complete Division II sample. All Division I interviews have been excluded in this area because the Division I teachers were the first ones interviewed.

Authority Delegated

Interviewees were asked if the nature and extent of their authority as a teacher was made known to them. Thirty-eight per cent said that no help was received in finding this out; 17 per cent thought that no such help was needed. Most

of those that did receive help received it from their principals or assistant principals. (See Table XII). Forty-two per cent reported help from this source, usually in the form of individual chats. Twenty-nine per cent felt that the help received was adequate. The most common suggestion was that principals should discuss authority early in the year with new teachers.

Responsibilities

Interviewees were asked if their responsibilities or duties as a teacher were made known to them. Twenty-nine per cent said that they had received no help in finding out their responsibilities; 17 per cent thought that no help was needed. Table XIII shows the major sources of help. Forty-two per cent of the interns said that the internship program was very useful in this sub-area. Thirty-eight per cent of the teachers received information in this sub-area from the principals during staff meetings. University training was mentioned by 29 per cent of the teachers.

Sixty-seven per cent of the interns found the assistance adequate in this sub-area, whereas only 33 per cent of the non-interns found their assistance to be adequate. Seventeen per cent of the teachers suggested that more help be given by the principals in this sub-area.

TABLE XII

HELP RECEIVED BY BEGINNING TEACHERS WITH KNOWING THEIR AUTHORITY

Source of Help	Interns (N=12)		Non-Interns (N=12)		Total (N=24)		Per Cent	
	Very Useful	Useful	Very Useful	Useful	Very Useful	Useful		
								Total
Principals, assistants	2	3	2	3	4	6	10	42
University training	0	1	0	2	0	3	3	13
Guides	0	0	1	2	1	2	3	13
Other sources	0	2	0	1	0	3	3	13
No help received		(6)		(3)			(9)	(38)

NOTE: For this sub-area, only the Division II teachers are included in the analysis.

TABLE XIII

HELP RECEIVED BY BEGINNING TEACHERS WITH KNOWING THEIR RESPONSIBILITIES

Source of Help	Interns (N=12)		Non-Interns (N=12)		Total (N=24)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	5	0	-	-	-	5	42*
Principals, assistants	2	2	2	3	4	9	38
University training	1	3	3	0	4	7	29
Other sources	2	2	2	1	4	7	29
No help received	(2)		(5)		(7)		(29)

*This per cent figure is calculated out of a total of 12 interns rather than out of the total sample of 24 interviewees.

NOTE: For this sub-area, only the Division II teachers are included in the analysis.

VI. GETTING INFORMATION ABOUT SCHOOL PURPOSES, POLICIES, AND PROCEDURES

School Purposes

Table XIV lists the sources of information about school purposes. Apparently the university handles this sub-area very well in its teacher training program. Fifty-six per cent of the teachers mentioned university training as a good source of information here. Although many teachers thought that the university should handle this job, several teachers also suggested that the school system should do more to make its purposes known.

School Policies and Procedures

The main source of help in finding out about school policies and procedures is principals and assistant principals. (See Table XV.) Sixty-seven per cent of the teachers indicated that they had received useful information on school policies and procedures during staff meetings organized by their principals. Some principals also had mimeographed sheets passed out with this information on them. Fifty per cent of the teachers said that information gained in this manner was adequate. Of the remaining teachers, 36 per cent

TABLE XIV

HELP RECEIVED BY BEGINNING TEACHERS WITH GETTING INFORMATION ABOUT SCHOOL PURPOSES

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Useful	Total	
University training	7	3	10	0	17	20	56
Principals, assistants	2	1	2	1	4	6	17
New teachers' meeting	-	-	2	1	-	3	17*
Internship meeting	1	1	-	-	-	2	11**
Other sources	1	1	2	1	3	5	14
No help received	(3)		(6)		(9)		(25)

*This per cent figure is calculated out of a total of 18 non-interns rather than out of the total sample of 36 interviewees.

**This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

TABLE XV

HELP RECEIVED BY BEGINNING TEACHERS WITH GETTING INFORMATION ABOUT
SCHOOL POLICIES AND PROCEDURES

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Principals, assistants	8	3	8	5	16	8	67
Internship program	0	3	-	-	-	-	17*
Other teachers	1	2	0	1	1	3	11
Other sources	4	1	1	1	5	2	19
Found out as things happened	(6)		(4)		(10)		(28)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

recommended that this sub-area be handled by principals early in the school year, and preferably at staff meetings.

VII. EXTRA DUTIES

Playground Supervision

Teachers were asked if they had received information on what was expected of them during playground supervision. Table XVI shows the tabulated responses. Forty-seven per cent of the teachers said that they had received some information from their principals and assistant principals, but only 25 per cent felt that this information was adequate. A typical comment about playground supervision was, "I was given a sheet listing my time and place of duty, but I was not told what my duties were." Fifty-eight per cent of the teachers recommended that principals should more clearly outline playground supervision duties early in the school year.

Extra-curricular Duties

Sixty-seven per cent of the beginning teachers interviewed were involved with extra-curricular duties. The nature and extent of these duties varied greatly, as did the nature and extent of any help received with them. The information gathered did not adequately picture these differences. It is

TABLE XVI

HELP RECEIVED BY BEGINNING TEACHERS WITH DETERMINING WHAT IS
EXPECTED OF THEM DURING PLAYGROUND SUPERVISION

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Principals, assistants	2	7	5	3	7	10	17 47
Internship program	0	4	-	-	-	-	4 22*
Other teachers	0	3	0	3	0	6	6 17
Other sources	1	1	2	0	3	1	4 11
No help received	(6)		(4)		(10)		(28)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

interesting to note, however, that Division II teachers were more involved in extra-curricular activities than were Division I teachers, and that male teachers were more involved than female teachers. Seventy-five per cent of the Division II teachers were involved with extra-curricular activities, but only 50 per cent of the Division I teachers were involved. Also, whereas 100 per cent of the male teachers had extra-curricular duties, only 54 per cent of the female teachers performed such duties. The data did not lend itself to further analysis.

Assigned Jobs

Only 25 per cent of the interviewees listed assigned jobs that they performed for the school. With such a small response, no significant information was gained in this sub-area.

VIII. SUPPLIES AND FACILITIES

This area was apparently too broad to be adequately handled in the attempted manner. The information received from the interviewees did not readily lend itself to analysis. Respondents tended to pick out individual materials to talk about, rather than to talk about supplies and facilities

generally. The wide differences among responses did not permit fruitful analysis of the data.

IX. KEEPING THE CLASSROOM REGISTER

The sources of help with the classroom register are listed in Table XVII. There was a distinct difference between interns and non-interns in this sub-area. Seventy-two per cent of the interns said that they had kept and balanced a register during their month of internship. For the interns, this was the most useful source of assistance with the register. For the non-interns, principals and other teachers were the most useful sources of help.

For the interns, most of the help from the principals was with the handling of transfers. Most interns received basic familiarity with the register during internship. The non-interns, however, had to depend almost solely on principals and other teachers to gain this basic familiarity.

Those non-interns who did not receive sufficient assistance from their principals or assistant principals turned to other teachers for help. Whereas 50 per cent of the non-interns sought additional help from other teachers, only 11 per cent of the interns received such help.

TABLE XVII

HELP RECEIVED BY BEGINNING TEACHERS WITH THE CLASSROOM REGISTER

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	11	2	-	-	-	13	72*
Principals, assistants	6	6	13	3	19	28	78
Other teachers	1	1	7	2	8	11	31
Other sources	3	1	1	3	4	8	22
No help received	(0)		(0)		(0)		(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

In this sub-area, 72 per cent of the interns received help from the internship program, 78 per cent of all beginning teachers received help from their principals or assistant principals, and 31 per cent of beginning teachers (mainly non-interns) received help from other teachers. These sources were labelled adequate by 83 per cent of beginning teachers.

X. PERSONAL ORIENTATION

Made Welcome

Ninety-two per cent of the beginning teachers interviewed said that they were made to feel very welcome by both their principals and other teachers when they arrived at their new schools. Most of these beginning teachers felt that this feeling of welcome was extremely important for getting them off to a good start. Although the interviewees were not asked to comment on the internship program or the new teachers' meeting, several interviewees mentioned that these also gave them a feeling of welcome to the school system.

Living Accommodation

None of the teachers interviewed reported help from the school system in finding living accommodation, and none

of them expected such help. Teachers commented that, for a city the size of Calgary, such help was not needed. As far as they were concerned, locating living accommodation was not a school system responsibility.

Transportation

Teachers were asked if they had received help with finding transportation to and from school. Forty-four per cent drove a car to school, 17 per cent were within walking distance, and 25 per cent received rides with other teachers in the school. A number of teachers mentioned that the school system attempted to place them in schools that were within a reasonable distance of their place of residence, and that this was all that they expected. They felt that further school board consideration in this sub-area was not necessary.

Information on Salary

Most teachers received a salary schedule when they applied for a position with the Calgary Public School System. Although most teachers felt that the schedule gave adequate information on salary, 22 per cent recommended that the nature and approximate amount of the monthly deductions, plus the net monthly salary, be made known to teachers shortly

after their appointment to staff so that they could more easily budget their expenses for the following year.

Information on Medical Services and Group Insurance

The Calgary Public School System makes known to new teachers, usually during the first month of school, the availability of information on medical services and group insurance. This information can then be obtained on request from the school board offices. Sixty-seven per cent of the teachers interviewed felt that the information received in this manner was adequate. Among the others, the most common complaint was that the information arrived too late in the school year. A few of these received the information after the first month of school; others felt that the information should be received some time prior to the start of school. It appears, however, that the information as given is in most cases adequate.

XI. SUMMARY QUESTIONS

Two questions were asked at the end of each interview:

1. What, would you say, are the main problems of beginning teachers?

2. What, you would say, are the best sources of assistance for a beginning teacher?

For each question, the interviewee could list as many problems or sources as he wished.

The responses to the first question are tabulated in Table XVIII. Beginning teachers reported that their main problems were confusion and disorganization during the first weeks or months of teaching. They lacked information about rules, procedures, materials, course content and methods; they were unprepared for the start of school. They not only had to learn all of the things that must be learned by every new teacher, but they also had to plan their year's work, plan their daily plans, and carry out their regular teaching duties all during the first few weeks of school. No wonder many of the beginning teachers were overwhelmed by it all. Discipline was ranked third among the problems of beginning teachers, followed by classroom routines, lack of time, and determination of pupil standings.

The responses to the second question are listed in Table XIX. Beginning teachers felt that their best sources of assistance were principals or assistant principals, other teachers, the internship program, and guides and manuals,

TABLE XVIII

PROBLEMS OF BEGINNING TEACHERS AS REPORTED BY
BEGINNING TEACHERS, N=36

Problems Stated by Teachers	Number of Teachers	Per Cent of Teachers
Confusion: so much to do all at once at the beginning of the year; lack of knowledge and understanding of procedures, rules, materials, methods, and content	17	47
Being organized. Planning the courses; knowing what to teach and how long it will take	16	44
Discipline	11	31
Establishing classroom routines	7	19
Lack of time; budgeting teacher time	6	17
Evaluating, testing, determining pupil standings	5	14
Establishing or "proving" yourself as a teacher	4	11
Others (many varied responses)	20	--

TABLE XIX

SOURCES OF ASSISTANCE FOR BEGINNING TEACHERS
AS REPORTED BY BEGINNING TEACHERS, N=36

Sources Stated by Teachers	Number of Teachers	Per Cent of Teachers
Principal or assistant principal	27	75
Other teachers	24	67
Internship program	10	56*
Guides and manuals	16	44
Consultants	7	19
University training	6	17
Demonstrations of teaching	2	6
New teachers' meeting	1	6*
Personal initiative	1	3

* In most cases, the per cent figure is calculated by comparing the number of teachers giving the response with the total number of teachers interviewed. For internship program and new teachers' meeting, however, the per cent figure is calculated by comparing the number of teachers giving the response with the number of teachers who participated in each of these activities.

in that order. Of the eight interns who did not list the internship program in answer to this question, four made comments of its general usefulness elsewhere during the interview. Only two interns had unfavorable comments about the internship program.

XII. CONCLUSION TO CHAPTER III

This chapter has presented the analysis of data for the general areas of the interviews and for the two summary questions which were asked at the end of each interview. The findings from this chapter are summarized in Chapter V. Table XLI, page 130, summarizes the help received by beginning teachers in the general sub-areas. The suggestions of beginning teachers for the general sub-areas are summarized on pages 134 and 135.

CHAPTER IV

ANALYSIS OF DATA, PART II: THE SUBJECT AREAS

Each of the subject areas has been broken into two sub-areas: content and method. For content, teachers were asked if they had received any help with knowing what was to be taught in the subject area; for method, teachers were asked if they had received any help with knowing how to present the content. Although the distinction between content and method may at times be somewhat artificial, this distinction has been attempted throughout the subject areas.

Also, for many of the subject areas the analysis of data has been conducted separately for Divisions I and II because of differences existent between these two divisions.

In some of the subject areas, the number of respondents was less than the number of teachers in the sample, because not all of the teachers taught all of the subjects. In some schools, teachers exchanged classes for certain subjects. For each subject, therefore, the analysis includes only those teachers who taught that subject.

I. READING

For reading, the results have been analyzed separately for Divisions I and II for a number of reasons. First, Division I uses a different series of textbooks than does Division II. Secondly, in Division I reading is scheduled for two hours a day whereas in Division II it is scheduled for only one hour a day. Thirdly, Division I teachers are expected to maintain several reading groups within each grade. In contrast, none of the Division II teachers in the sample maintained within-grade reading groups.

Content

Division I. The sources of help with reading content are presented in Table XX. Teachers' manuals and other materials with the reading series were mentioned by all twelve of the Division I teachers. Eleven of the twelve teachers, or 92 per cent, rated these materials "very useful". Fifty per cent of the Division I teachers cited their university methods course in reading as being of value with reading content. Two of the six interns (33 per cent) said that their internship experience was of value here.

TABLE XX

HELP RECEIVED BY BEGINNING TEACHERS WITH READING CONTENT

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Division I:</u>	(N=6)		(N=6)		(N=12)		
Teacher manuals	5	1	6	0	11	1	100
University training	3	0	1	2	4	2	50
Internship program	2	0	-	-	-	-	33*
Other sources	0	0	1	1	1	1	17
No help received	(0)		(0)		(0)		(0)
<u>Division II:</u>	(N=12)		(N=12)		(N=24)		
Teacher manuals	8	4	8	4	16	8	100
University training	0	2	2	0	2	2	17
Experienced personnel**	1	0	1	1	2	1	13
Other sources	1	2	1	1	2	3	21
No help received	(0)		(0)		(0)		(0)

*This per cent figure is calculated out of a total of 6 interns in Division I, rather than out of the total Division I sample of 12 interviewees.

**The term "experienced personnel" includes consultants, principals, and other teachers.

Division II. Table XX shows that teachers' manuals were also mentioned by 100 per cent of the Division II teachers, making them the major source of help with reading content. Sixty-seven per cent rated them "very useful". Four of the twenty-four Division II teachers (17 per cent) received help from university methods courses. However, all four of these teachers were among the twelve Division II teachers who followed an elementary route in university; none of the Division II teachers who followed a secondary route in university listed their university training as being of value in this sub-area.

Method

Division I. Table XXI shows that, for Division I, the main source of help with reading method was teacher manuals. All twelve of the Division I teachers mentioned the manuals as being helpful, 67 per cent rating them "very useful". Six of the Division I teachers (50 per cent) reported help from experienced personnel, that is, from consultants, principals, or other teachers. Five teachers, or 42 per cent, felt that their university training, including methods courses and student teaching, was valuable for method of teaching reading.

TABLE XXI

HELP RECEIVED BY BEGINNING TEACHERS WITH READING METHOD, DIVISION I

Source of Help	Interns (N=6)		Non-Interns (N=6)		Total (N=12)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Useful	
Teacher manuals	3	3	5	1	8	4	100
Internship program	2	1	-	-	-	3	50*
Experienced personnel**	0	2	2	2	2	4	50
University training	3	0	1	1	4	1	42
New teachers' meeting	-	-	1	0	-	1	17*
No help received	(0)		(0)		(0)		(0)

*The per cent figures for "internship program" and for "new teachers' meeting" were calculated out of a total of 6 interviewees, the number who participated in each of these activities, rather than out of the total Division I sample of 12 interviewees.

**The term "experienced personnel" includes consultants, principals, and other teachers.

Three of the six interns (50 per cent) found the internship program helpful in this sub-area.

Division II. Division II teachers also found the teacher manuals to be the main source of help with reading method. Table XXII shows that twenty-one of the twenty-four Division II teachers, or 88 per cent, said that the reading manuals were helpful. Fifty per cent rated them "very useful". Six teachers, or 25 per cent, found experienced personnel to be helpful. Five of the twelve interns (42 per cent) thought that their internship training had helped them in this sub-area. Eleven of the twenty-four Division II teachers felt that their university training was helpful for reading method. However, ten of these were among the twelve Division II teachers who had followed an elementary route at university, and only one was among the twelve teachers who had followed a secondary route. Thus, 83 per cent of the elementary route trainees found their university experiences helpful in this sub-area as compared with 8 per cent of the secondary route trainees.

Suggestions

Division I. Ten of the twelve Division I teachers felt

TABLE XXII

HELP RECEIVED BY BEGINNING TEACHERS WITH READING METHOD, DIVISION II

Source of Help	Interns (N=12)		Non-Interns (N=12)		Total (N=24)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Teacher manuals	7	3	5	6	12	9	88
University training	3	4	4	0	7	4	46
Internship program	1	4	-	-	-	-	42*
Experienced personnel**	1	3	1	1	2	4	25
Other sources	0	2	4	1	4	3	29
No help received	(0)		(1)		(1)		(4)

*This per cent figure is calculated out of a total of 12 interns rather than out of the total sample of 24 Division II interviewees.

**The term "experienced personnel" includes consultants, principals, and other teachers.

that more help could be received with reading. Four of these felt that the teacher manuals in reading did not provide enough variety of methods and exercises. Three teachers, all non-interns, suggested that an experienced person might demonstrate a reading lesson for new teachers to show how the various pupil groups are handled all at once. Three teachers suggested that more supplementary materials be made available in reading.

Division II. Seventeen of the twenty-four Division II teachers made suggestions for reading. Five teachers suggested that a reading consultant should visit all beginning teachers early in the year to observe them and help them with reading. Four teachers felt that more suggestions could be given on how to motivate the children. To quote one of these teachers, "Just following the manual does not produce very inspired teaching." Three teachers suggested that beginning teachers should receive copies of the manuals and readers prior to the start of school. Most of the other suggestions involved the provision of more and varied materials for use in reading.

II. ARITHMETIC

Since the Scott-Foresman series, Seeing Through Arithmetic,

is used in both Divisions I and II, this analysis will not separate the two divisions for arithmetic.

Content

Again in arithmetic, as in reading, the teacher manuals were cited as the most important source of help with content. Table XXIII shows that thirty-five of the thirty-six teachers, or 97 per cent, found the manuals useful for arithmetic content; 70 per cent rated them "very useful". Fourteen teachers said that university methods courses were helpful here. None of the twelve teachers who had followed a secondary route in university were among these fourteen. Thus, fourteen of twenty-four elementary route trainees, or 58 per cent, found their university methods courses helpful in this sub-area. Four of the eighteen interns (22 per cent) said that the internship program was helpful here. Also, nine of the thirty-six teachers (25 per cent) received assistance from experienced personnel within the school system. Table XXIII lists these in detail.

Method

Table XXIV shows that, for arithmetic method, teacher manuals were again the most useful source of assistance. Of

TABLE XXIII

HELP RECEIVED BY BEGINNING TEACHERS WITH ARITHMETIC CONTENT

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Useful	Total	
Teacher manuals	11	6	14	4	25	10	97
University training	3	5	5	1	8	6	39
Internship program	1	3	-	-	-	-	22*
New teachers' meeting	-	-	0	2	-	-	11**
Principals, assistants	2	1	1	1	3	2	14
Other teachers	0	1	1	1	1	2	8
Consultants	0	1	1	0	1	1	6
Other sources	1	0	1	0	2	0	6
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

**This per cent figure is calculated out of a total of 18 non-interns (those who attended the new teachers' meeting) rather than out of the total sample of 36 beginning teachers.

TABLE XXIV

HELP RECEIVED BY BEGINNING TEACHERS WITH ARITHMETIC METHOD

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Useful	Total	
Teacher manuals	6	10	11	7	17	34	94
Internship program	5	1	-	-	-	6	33*
University training	2	2	4	1	6	9	25
Principals, assistants	2	0	3	3	5	8	22
Consultants	3	1	1	2	4	7	19
Other teachers	2	1	1	1	3	5	14
New teachers' meeting	-	-	0	2	-	2	11**
Other sources	1	1	3	1	4	6	17
No help received	(0)		(0)		(0)		(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

**This per cent figure is calculated out of a total of 18 non-interns (those who attended the new teachers' meeting) rather than out of the total sample of 36 beginning teachers.

the thirty-six teachers interviewed, 94 per cent said that the manuals were helpful in this sub-area, 47 per cent rating them "very useful". Experienced personnel were the second best source of assistance here, being mentioned by 44 per cent of the interviewees. Help from experienced personnel came mainly in the form of suggestions. In a few instances, however, demonstration lessons were given by experienced personnel. Table XXIV shows these in detail. Nine of the thirty-six teachers (25 per cent) found their university training helpful in this sub-area. Only one of these nine teachers had followed a secondary route in university; the other eight were elementary route trainees. Of the eighteen interns, six (33 per cent) said that their internship experiences were of value here.

Suggestions

Only nine of the thirty-six teachers did not have suggestions in arithmetic. Among the others, five suggested that the manuals and textbooks be given to teachers before the start of school, and eight suggested that more manipulative materials be provided to teachers. Four of the interns suggested that more assistance in arithmetic be given either at university or during internship. The other suggestions

were infrequently mentioned and covered too wide a variety of ideas to be included here.

III. WRITING AND PRINTING

In the Calgary Public School System, printing is taught in grade one. Because beginning teachers are seldom placed in grade one in Calgary, none of the teachers in the sample had the experience of teaching printing to beginning students. In grade three, the students are taught cursive writing, two spaces high, and in grade four the size is reduced to one space.

The Calgary Public School System has a short mimeographed guide on writing and printing. There is also a provincial guide, but the letter forms suggested in this guide are not the same as those used by Calgary. Some teachers had the Calgary guide, some had the provincial guide, and some teachers had both. The differences between the two guides sometimes caused confusion for beginning teachers.

Content

Table XXV shows that the writing guides were the most useful source of help with writing content. Sixty-seven per cent of the interviewees said that the guides were useful,

TABLE XXV

HELP RECEIVED BY BEGINNING TEACHERS WITH WRITING CONTENT

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Guides	5	7	2	10	7	17	67
University training	5	2	2	3	7	5	33
Internship program	2	1	-	-	-	-	17*
Experienced personnel	0	1	0	2	0	3	8
Other sources	1	0	0	0	1	0	3
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

but only 29 per cent said that they were very useful. University training was the second most useful sources of help in this sub-area, being mentioned by twelve of the thirty-six teachers. Only one of these had followed a secondary route at university; the other eleven constituted 46 per cent of the elementary route trainees. Three of the eighteen interns (17 per cent) mentioned the internship program as a source of help with writing content.

Method

Eleven of the thirty-six teachers (31 per cent) said that they had received no help with method of teaching writing. Ten of these were Division II teachers; one was a Division I teacher. For the others, Table XXVI shows that no one source of help was very prevalent in this sub-area. Nine of the thirty-six teachers (25 per cent) found their university training helpful. Only one of these had followed a secondary route in university; the remaining eight constituted 33 per cent of the elementary route trainees. Six of the eighteen interns (33 per cent) found their internship training helpful, and four of the non-interns (22 per cent) found the new teachers' meeting helpful. Experienced personnel were cited by 14 per cent of the teachers, and guides by only 11

TABLE XXVI

HELP RECEIVED BY BEGINNING TEACHERS WITH WRITING METHOD

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Useful	
Internship program	1	5	-	-	-	6	33*
University training	2	1	5	1	2	9	25
New teachers' meeting	-	-	3	1	-	4	22**
Experienced personnel	3	1	0	1	2	5	14
Guides	0	2	1	1	3	4	11
Other sources	1	1	1	0	1	3	8
No help received	(6)		(5)		(11)		(31)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

**This per cent figure is calculated out of a total of 18 non-interns (those who attended the new teachers' meeting) rather than out of the total sample of 36 beginning teachers.

per cent.

Suggestions

Nine of the thirty-six teachers (25 per cent) felt that they had received adequate assistance with writing. However, the remaining twenty-seven teachers wanted more help. Comments such as these indicate their feelings: "The present guide is inadequate." "The problem is, how do you get variety into the teaching of writing." "It seems a dull subject. What else can you do? How can you get it across interestingly?" Twenty of the thirty-six teachers (56 per cent) recommended that a more detailed guide be made available suggesting a variety of exercises, motivation techniques, and evaluative criteria. These teachers wanted more help in making writing an interesting subject.

IV. SPELLING

Grades two to six inclusive use the Ginn series of texts, My Spelling by Yoakam and Daw. One of the teachers in the sample did not teach his class spelling, but spent that period with a different class. Hence, the total sample for spelling is thirty-five teachers.

Content

The content for spelling is prescribed by the series of texts, although a number of the teachers did give additional words from other subjects. Many of the teachers, however, thought that the words in the spelling series were poorly chosen or poorly arranged and, therefore, did not present a good spelling course.

Method

The teachers also felt that the method of teaching spelling as outlined by the textbooks was inadequate. Although 51 per cent of the teachers said that the text had helped them with method, 74 per cent felt that the series should be replaced. Table XXVII shows that the beginning teachers received little assistance with spelling from other sources. Twenty-three per cent mentioned experienced personnel, 17 per cent university training, and five of the seventeen interns (29 per cent) their internship experiences. Of the six teachers who mentioned university training, five had followed an elementary route in university.

Suggestions

Twenty-six of the thirty-five teachers who taught spelling (74 per cent) suggested that a better spelling course

TABLE XXVII

HELP RECEIVED BY BEGINNING TEACHERS WITH SPELLING METHOD

Source of Help	Interns (N=17)		Non-Interns (N=18)		Total (N=35)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Useful	Total	
Textbooks	1	6	4	7	5	13	51
Internship program	2	3	-	-	-	-	29*
Experienced personnel	3	1	3	1	6	2	23
University training	1	1	2	2	3	3	17
Other sources	0	0	2	1	2	1	9
No help received	(0)		(0)		(0)		(0)

*This per cent figure is calculated out of a total of 17 interns who taught spelling rather than out of the total sample for this area of 35 interviewees.

could be offered in Calgary's elementary schools. However, part of this consensus of opinion may be due to the fact that the school system will be offering a different spelling program next year. Many of the interviewees were aware of this forthcoming change.

V. SOCIAL STUDIES

Content

Table XXVIII shows that guides were the most important source of help with social studies content. Seventy-five per cent of the beginning teachers found the school district guide useful for content, 22 per cent found the provincial guide useful. The internship program was mentioned by five of eighteen interns (28 per cent). Experienced personnel, including principals, consultants, and other teachers, were mentioned by eleven of the thirty-six teachers (31 per cent). Table XXVIII shows how frequently each of these was mentioned.

Method

Among the interns, the most useful source of help with method of teaching social studies was the internship program. Table XXIX shows that twelve of the eighteen interns, or 67 per cent, found the internship program helpful in this

TABLE XXVIII

HELP RECEIVED BY BEGINNING TEACHERS WITH SOCIAL STUDIES CONTENT

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
School district guide	7	6	7	7	13	27	75
Provincial guide	0	4	1	3	1	8	22
Internship program	3	2	-	-	-	5	28*
Other teachers	3	0	2	1	5	6	17
Principals, assistants	2	0	1	1	3	4	11
Consultants	1	1	0	0	1	2	6
Other sources	1	2	4	0	5	7	19
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

TABLE XXIX

HELP RECEIVED BY BEGINNING TEACHERS WITH SOCIAL STUDIES METHOD

Source of Help	Interns (N=18)		Non-Interns (N=18)		Total (N=36)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
Internship program	6	6	-	-	-	12	67*
School district guide	1	6	4	3	5	14	39
New teachers' meeting	-	-	2	3	-	5	28**
University training	1	2	2	2	3	7	19
Consultants	1	1	3	2	4	7	19
Other teachers	2	1	1	2	3	6	17
Principals, assistants	1	0	2	1	3	4	11
Other sources	0	1	1	1	1	3	8
No help received	(0)		(2)		(2)		(6)

*This per cent figure is calculated out of a total of 18 interns rather than out of the total sample of 36 interviewees.

**This per cent figure is calculated out of a total of 18 non-interns (those who attended the new teachers' meeting) rather than out of the total sample of 36 beginning teachers.

sub-area. The interns not only had an opportunity to watch various methods being used in the classroom, but many of them also planned and taught a unit with the help of their co-operating teachers.

Thirty-nine per cent of the beginning teachers said that the school district guide was helpful for social studies method. Five of the eighteen non-interns (28 per cent) found the new teachers' meeting valuable in this sub-area. All five were Division II teachers. Seven teachers mentioned their university training; six of these were elementary route trainees. Experienced personnel, including consultants, principals, and other teachers, were mentioned by thirteen of the thirty-six teachers (36 per cent). Table XXIX shows how frequently each of these was mentioned.

Suggestions

Whereas the provincial guide in social studies merely lists the units that are to be covered in the various grades, the school district guide provides a number of resource units. However, the school district guide has not been revised since the new provincial guide was issued, so many of the units new to the course lack resource units in the school district guide. Fifteen of the thirty-six interviewees (42 per cent) suggested

that the school district guide be updated and that, at the same time, it be made more specific and more detailed.

Twenty-two teachers (61 per cent) felt that the schools lacked a supply of good reference books. Six of these suggested that textbooks for social studies be supplied; the other sixteen suggested that a greater number of various reference books be made available.

Other suggestions included the following, each of which was mentioned several times: that more practice be given in making up social studies unit plans during internship or university, that more demonstration lessons be observed by beginning teachers, that the school system supply pictures for social studies units, that the school system supply better quality atlases to the schools, and that provision be made so that field trips could be carried out more easily.

VI. SCIENCE

For science, the data will be analyzed separately for Divisions I and II. Division II teachers schedule about one hour per week for science; Division I teachers do not spend this much time on science. Also, Division I teachers often teach science as part of their social studies enterprise work rather than as a separate subject.

The Division I sample included twelve teachers: six interns and six non-interns. The Division II sample included twenty-three teachers (twelve interns and eleven non-interns), because one of the Division II interviewees did not teach science.

Content

Division I. Most of the Division I teachers interviewed did not teach science as a separate subject, but integrated it with social studies enterprise or taught it incidentally. Table XXX shows that seven of the twelve Division I teachers (58 per cent) found the provincial science guide, Bulletin 2b, helpful for science content. Twenty-five per cent said that their university training was very useful for science content; and 25 per cent said that various textbooks and manuals in the school were helpful.

Division II. In Division II, science is taught as a separate subject, although it may be correlated with other subjects. Table XXX shows that Bulletin 2b was by far the most valuable source of help with science content. Twenty-two of the twenty-three teachers, or 96 per cent, mentioned Bulletin 2b as being useful, 61 per cent rating it "very

TABLE XXX

HELP RECEIVED BY BEGINNING TEACHERS WITH SCIENCE CONTENT

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Division I:</u>	(N=6)		(N=6)		(N=12)		
<u>Bulletin 2b</u>	2	2	1	2	3	4	58
Texts and manuals	1	1	1	0	2	1	25
University training	2	0	1	0	3	0	25
No help received	(1)		(1)		(2)		(17)
<u>Division II:</u>	(N=12)		(N=11)		(N=23)		
<u>Bulletin 2b</u>	8	3	6	5	14	8	96
Experienced personnel	3	1	1	0	4	1	22
Internship program	1	1	-	-	-	-	17*
University training	1	1	1	0	2	1	13
Other sources	1	1	2	0	3	1	17
No help received	(0)		(0)		(0)		(0)

*This per cent figure is calculated out of a total of 12 Division II interns rather than out of the total Division II sample.

useful". Several Division II teachers also mentioned a school district guide in science as being useful for science content. However, since this was a recent guide which had not been widely distributed at the time of the interviews, figures for it cannot be quoted. Other sources of help for science content were experienced personnel (22 per cent), internship program (17 per cent of the interns), and university training (13 per cent, all from among the elementary route trainees).

Method

Division I. For science method, 42 per cent of the Division I teachers found their university training to be helpful, 33 per cent said that texts and manuals were helpful, and 17 per cent thought that Bulletin 2b was helpful. (See Table XXXI). Two of the Division I teachers (17 per cent) indicated that they had received no help with science method.

Division II. Table XXXI lists the sources of help with science method. Of the Division II teachers, 39 per cent reported help from experienced personnel, 30 per cent from university training (all of these were elementary route trainees), 26 per cent from Bulletin 2b, and 25 per cent of the interns from the internship program. Twenty-two per cent

TABLE XXXI

HELP RECEIVED BY BEGINNING TEACHERS WITH SCIENCE METHOD

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Division I:</u>		(N=6)		(N=6)		(N=12)	
University training	3	0	2	0	5	0	42
Texts and manuals	1	2	1	0	2	2	33
<u>Bulletin 2b</u>	0	0	1	1	1	1	17
No help received	(1)		(1)		(2)		(17)
<u>Division II:</u>		(N=12)		(N=11)		(N=23)	
Experienced personnel	1	3	4	1	5	4	39
University training	1	4	1	1	2	5	30
<u>Bulletin 2b</u>	0	2	2	2	2	4	26
Internship program	0	3	-	-	-	-	25*
No help received	(2)		(3)		(5)		(22)

*This per cent figure is calculated out of a total of 12 Division II interns rather than out of the total Division II sample.

indicated that they had received no help in this sub-area.

Suggestions

Eighty-nine per cent of the beginning teachers felt that more help could be given with science. Twelve teachers (34 per cent) suggested that a more specific guide which gave resource units could be made available to teachers. (A guide of this nature will soon be distributed within the school system.) Eleven teachers (31 per cent) wanted more science equipment and materials, and five teachers wanted more textbooks for their schools. Three teachers suggested that science be allotted more time in the school week, and two teachers suggested that provisions be made which would encourage more field trips in science.

VII. HEALTH

Since two of the teachers did not teach health, the sample for this area was thirty-four beginning teachers. Many of these thirty-four teachers were dissatisfied with health. Twenty-five of the thirty-four teachers (74 per cent) reported no help with content in this course; twenty-eight of them (82 per cent) reported no help with method of teaching health. The few that did get help received it from

a variety of sources. As one teacher put it, "Health is the vaguest thing on the curriculum."

Twenty-seven of the teachers (79 per cent) recommended that a guide or an outline be made available for health. "A standard curriculum would prevent overlapping and ensure coverage." Many teachers felt that a guide was necessary to avoid yearly repetition of certain topics. "There should be a guide with a grade-level breakdown, and possibly separate suggestions for boys and girls."

A few teachers thought that health could be omitted from the curriculum. One teacher suggested that health as a separate course be dropped, but that the health content be made a part of the science course. Only four teachers felt that they had received adequate help in this area.

VIII. ART

For art, Division I and Division II teachers will be analyzed separately, as will secondary route trainees and elementary route trainees in Division II, to show the differences found between these categories.

Content

Division II. Table XXXII shows the help that Division II teachers received with content in art. A comparison of the "Intern" and the "Non-Intern" columns in this table shows that the interns found the school district guide, other teachers, and the teachers' convention to be more valuable than did the non-interns. Reasons for this difference are not readily apparent.

Table XXXII also facilitates a comparison of the secondary route trainees with the elementary route trainees in Division II. Seven of the twelve elementary route trainees (58 per cent) found their university training to be useful; none of the secondary route trainees listed this source. Lacking a university training in art, many of the secondary route trainees turned to other teachers for help. Whereas 58 per cent of the secondary route trainees reported help from other teachers, only 8 per cent of the elementary route trainees reported help from this source. Also, more secondary route trainees than elementary route trainees found the art demonstration at the teachers' convention to be useful.

In total, seventeen of the twenty-four Division II teachers, or 71 per cent, found the school district guide to

TABLE XXXII

HELP RECEIVED BY BEGINNING TEACHERS WITH ART CONTENT, DIVISION II

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
<u>Secondary Route Trainees:</u>	(N=6)		(N=6)		(N=12)		
School district guide	2	4	1	2	3	6	75
University training	0	0	0	0	0	0	0
Other teachers	1	4	2	0	3	4	58
Teachers' convention	2	2	0	0	2	2	33
Other sources	1	2	2	0	3	2	42
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)
<u>Elementary Route Trainees:</u>	(N=6)		(N=6)		(N=12)		
School district guide	1	4	1	2	2	6	67
University training	1	3	3	0	4	3	58
Other teachers	1	0	0	0	1	0	8
Teachers' convention	0	1	0	0	0	1	8
Other sources	1	1	2	1	3	2	42
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

be valuable for art content, 33 per cent reported help from other teachers, and 21 per cent mentioned the art demonstration at the teachers' convention. Fifty-eight per cent of the elementary route trainees said that their university training was useful in this sub-area.

Division I. The sources of help with art content for Division I teachers are listed in Table XXXIII. Six of the twelve Division I teachers, or 50 per cent, rated their university training "very useful" in this sub-area. Division I teachers found the school district guide less valuable for art content than did the Division II teachers. Whereas 71 per cent of the Division II teachers said that the art guide was helpful in this sub-area, only 42 per cent of the Division I teachers reported it useful. Also, 42 per cent of the Division I teachers said that such magazines as Instructor and Grade Teacher had good ideas for art. Only 8 per cent of the Division II teachers mentioned this source. Other teachers were mentioned by 33 per cent of Division I teachers, and the teachers' convention by 17 per cent.

Method

Division II. The beginning teachers reported less

TABLE XXXIII

HELP RECEIVED BY BEGINNING TEACHERS WITH ART CONTENT, DIVISION I

Source of Help	Interns (N=6)		Non-Interns (N=6)		Total (N=12)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Useful	
University training	3	0	3	0	6	0	50
Magazines*	2	0	2	1	4	1	42
School district guide	2	1	0	2	2	3	42
Other teachers	2	0	1	1	3	1	33
Teachers' convention	1	0	1	0	2	0	17
Other sources	0	0	1	1	1	1	17
No help received	(0)	(0)	(0)	(0)	(0)	(0)	(0)

*The magazines mentioned were Instructor and Grade Teacher.

help with art method than with art content. Table XXXIV shows the sources of help with art method for Division II. For art method, few differences are apparent between interns and non-interns. However, differences still appear between secondary route trainees and elementary route trainees.

Seven of the twelve elementary route trainees (58 per cent) said that their university training was helpful for art method; no secondary route trainees listed this source.

Secondary route trainees found the school district guide and other teachers to be more valuable sources of help in this sub-area than did the elementary route trainees.

Altogether, 38 per cent of the Division II teachers said that the school district guide was useful for art method, 21 per cent mentioned other teachers, and 21 per cent mentioned the teachers' convention.

Division I. The beginning teachers in Division I also reported less help with art method than with art content. Of the twelve Division I teachers, 42 per cent said that their university training was helpful with art method, 25 per cent mentioned the school district guide, 17 per cent other teachers, and 17 per cent the teachers' convention. (See Table XXXV). Two of the six interns found their internship

TABLE XXXIV

HELP RECEIVED BY BEGINNING TEACHERS WITH ART METHOD, DIVISION II

Source of Help	Interns		Non-Interns		Total		Per Cent
	Very Useful	Useful	Very Useful	Useful	Useful	Total	
<u>Secondary Route Trainees:</u>	(N=6)		(N=6)		(N=12)		
School district guide	1	3	1	2	5	7	58
University training	0	0	0	0	0	0	0
Other teachers	0	2	1	2	4	5	42
Teachers' convention	2	1	0	0	1	3	25
Other sources	1	3	1	1	4	6	50
No help received	(0)		(0)		(0)		(0)
<u>Elementary Route Trainees:</u>	(N=6)		(N=6)		(N=12)		
School district guide	0	1	0	1	2	2	17
University training	0	3	3	1	4	7	58
Other teachers	0	0	0	0	0	0	0
Teachers' convention	0	1	1	0	1	2	17
Other sources	0	1	1	1	2	3	25
No help received	(0)		(1)		(8)		(8)

TABLE XXXV

HELP RECEIVED BY BEGINNING TEACHERS WITH ART METHOD, DIVISION I

Source of Help	Interns (N=6)		Non-Interns (N=6)		Total (N=12)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
University training	2	0	3	0	5	0	42
Internship program	1	1	-	-	-	-	33*
School district guide	1	0	0	2	1	2	25
Other teachers	0	0	1	1	1	1	17
Teachers' convention	0	1	0	1	0	2	17
Magazines**	1	0	0	0	1	0	8
No help received	(1)	(1)	(1)	(1)	(2)	(17)	(17)

*This per cent figure is calculated out of a total of 6 interns rather than out of the total Division I sample of 12 interviewees.

**The magazines mentioned were Instructor and Grade Teacher.

training helpful for art method.

Suggestions

Of the thirty-six interviewees, ten suggested that more art materials be made available, and eight suggested that a more specific guide should be supplied. Six teachers suggested that art be taught by an art specialist in Division II; five teachers suggested that visits from an art supervisor would be helpful. Three teachers wanted help with organizing the art period. Seven of the thirty-six teachers thought that they had received sufficient assistance in this area.

IX. MUSIC

Nine of the interviewees did not teach music, leaving a sample of twenty-seven teachers: thirteen interns and fourteen non-interns.

Content

Table XXXVI shows the sources of help with music content. Nine of the twenty-seven teachers (33 per cent) thought that their university training was helpful with music content. All nine of these had followed an elementary route in university. They constituted 47 per cent of the elementary

TABLE XXXVI

HELP RECEIVED BY BEGINNING TEACHERS WITH MUSIC CONTENT

Source of Help	Interns (N=13)		Non-Interns (N=14)		Total (N=27)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
University training	2	3	3	1	5	4	33
Guides and manuals	2	3	1	2	3	5	30
Music supervisor	2	1	1	1	3	2	19
Other sources	2	1	5	3	7	4	41
No help received	(2)		(3)		(5)		(19)

route trainees. Eight teachers (30 per cent) mentioned various music guides and manuals, and five teachers (19 per cent) mentioned the music supervisor in this sub-area.

Method

The sources of help with music method are listed in Table XXXVII. Of the twenty-seven teachers who taught music, eleven (41 per cent) said that their university training had been helpful, and eleven (41 per cent) said that the music supervisor had helped them. Three of the thirteen interns (23 per cent) found their internship experiences helpful in this sub-area. All eleven teachers who said that their university training was helpful had followed an elementary route in university. They constituted 58 per cent of the elementary route trainees.

Suggestions

Nine of the interviewees did not teach music. This means that one-quarter of the teachers interviewed had music taught to their classes by other teachers who were presumably more accomplished at music. Twelve of the remaining twenty-seven teachers recommended that arrangements should be made to have music handled by a specialist teacher. Other suggestions were that more materials, instruments, or equipment

TABLE XXXVII

HELP RECEIVED BY BEGINNING TEACHERS WITH MUSIC METHOD

Source of Help	Interns (N=13)		Non-Interns (N=14)		Total (N=27)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
University training	2	3	5	1	7	4	41
Music supervisor	3	5	2	1	5	6	41
Internship program	1	2	-	-	-	-	23*
Other sources	1	1	1	2	2	3	19
No help received	(1)			(2)		(3)	(11)

*This per cent figure is calculated out of a total of 13 interns who taught music rather than out of the total sample for this area of 27 interviewees.

should be made available for music, and that a more definite music guide or outline should be prepared. Four of the twenty-seven teachers felt that the help received in this area was adequate.

X. PHYSICAL EDUCATION

Four of the interviewees did not teach physical education. This left a sample of thirty-two teachers in this area: seventeen interns and fifteen non-interns.

Content

The help that was received with content in physical education is outlined in Table XXXVIII. Seventeen of the thirty-two teachers (53 per cent) found their university training helpful in this sub-area. Of these, fifteen had followed an elementary route in university and two had followed a secondary route. Thus, 71 per cent of the elementary route trainees found their university training helpful in this sub-area, but only 18 per cent of the secondary route trainees found their university training helpful here.

Fifteen of the thirty-two teachers (47 per cent) reported help from various guides and bulletins. However, many of the teachers did not have access to, or did not know about,

TABLE XXXVIII

HELP RECEIVED BY BEGINNING TEACHERS WITH PHYSICAL EDUCATION CONTENT

Source of Help	Interns (N=17)		Non-Interns (N=15)		Total (N=32)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
University training	6	1	8	2	14	3	53
Guides, bulletins	5	4	3	3	8	7	47
Specialist supervisor	3	1	3	2	6	3	28
Internship program	0	3	-	-	-	-	18*
Other sources	2	3	5	4	7	7	44
No help received	(1)		(0)		(1)		(3)

*This per cent figure is calculated out of a total of 17 interns who taught physical education rather than out of the total sample for this area of 32 interviewees.

many of the pamphlets in this subject area that are available in the school system.

Specialist supervisors in physical education were mentioned here by 28 per cent of the teachers. Three of the seventeen interns (18 per cent) rated their internship experiences useful in this sub-area.

Method

University training was found to be even more valuable for method of teaching physical education than for physical education content. Table XXXIX shows that, for physical education method, this source was mentioned by twenty of the thirty-two teachers, or 63 per cent. However, seventeen of these were from among twenty-one teachers who had followed an elementary route in university, and only three were from among the eleven teachers who had followed a secondary route in university. Thus, 81 per cent of the elementary route trainees and 27 per cent of the secondary route trainees found their university training helpful in this sub-area.

Fifteen of the thirty-two teachers (47 per cent) found the specialist supervisors to be helpful with physical education method. The physical education supervisors often observed the interviewees teach, commented on their performance,

TABLE XXXIX

HELP RECEIVED BY BEGINNING TEACHERS WITH PHYSICAL EDUCATION METHOD

Source of Help	Interns (N=17)		Non-Interns (N=15)		Total (N=32)		Per Cent
	Very Useful	Useful	Very Useful	Useful	Very Useful	Total	
University training	7	2	8	3	15	20	63
Specialist supervisor	5	4	2	4	7	15	47
Guides, bulletins	0	2	1	3	1	6	19
Internship program	1	2	-	-	-	3	18*
Other sources	1	0	3	2	4	6	19
No help received	(1)	(1)	(0)	(0)	(1)	(3)	(3)

*This per cent figure is calculated out of a total of 17 interns who taught physical education rather than out of the total sample for this area of 32 interviewees.

gave suggestions and answered questions, and demonstrated for part of the period.

Other sources of help with physical education method were guides and bulletins (19 per cent) and the internship program (18 per cent of the interns).

Suggestions

Many of the suggestions for physical education were of a minor nature. Several teachers recommended more specialization in this subject area; others suggested that a more definite and detailed guide be made available. A few teachers asked for a guide indicating that they did not have access to any of the physical education pamphlets available in the school system.

XI. FRENCH

Several years ago, oral French was introduced into grade four in several Calgary schools. Gradually, the program has been introduced into more and more schools until, today, all Calgary schools start French in grade four. Although most elementary schools in Calgary have French from grade four to grade six, schools that are recent initiates to the program may only teach French in grade four or in

grades four and five.

Some of the interviewees were in schools where French had not yet reached the grades five and six levels. Others had their French taught by other teachers. Some grade six teachers taught French to grade four classes, and had other teachers teach the French to their classes. Altogether, fifteen of the Division II interviewees taught French; twelve of these were interns and three were non-interns.

The program used by Calgary is the Parlons Francais program from Boston. The children watch a television lesson every third day for fifteen minutes. For the other two days, the classroom teacher conducts a follow-up. The teacher receives records of dialogues, exercises, and songs that are introduced on the television broadcast. He is also given a guidebook which is designed for the program. Teachers may enroll in an in-service course in French, or they may attend several meetings which are held every year for new teachers of French. Also, specialist supervisors in French visit the teachers periodically.

Table XL shows the sources of help for both French content and method that the interviewees found useful. All fifteen teachers said that the materials supplied for French were

TABLE XL

HELP RECEIVED BY BEGINNING TEACHERS WITH FRENCH CONTENT AND METHOD

Source of Help	Content, N=15			Method, N=15		
	Very Useful	Useful	Per Cent Total	Very Useful	Useful	Per Cent Total
Materials supplied	14	1	100	12	3	100
Specialist supervisor	0	0	0	2	2	27
Internship program	0	1	8*	1	2	25*
Other sources	3	1	27	4	1	33
No help received			(0)		(0)	(0)

*These per cent figures are calculated out of a total of 12 interns who taught French rather than out of the total sample for this area of 15 interviewees.

useful for both content and method. All but one of the teachers rated these materials "very useful" for content, and all but three rated them "very useful" for method. Four teachers (27 per cent) found the supervisor's visits helpful for method. Three of the interns (25 per cent) said that their internship training was useful here. The other sources of help in this area included university training, the meetings for French teachers, and the in-service course which was attended by only a few of the interviewees.

Suggestions in this area were that French be taught by French specialists, and that a "prop kit" be supplied to all teachers of French. The teachers found it difficult and time consuming to obtain the great number of pictures and other materials that are necessary to handle adequately the French program.

XII. RELIGIOUS INSTRUCTION

In the elementary schools in the Calgary Public School System, religious instruction is to be taught one-half hour every week. Twenty of the thirty-six teachers, or 56 per cent, said that they had a book of religious stories which they found useful for content. Only eight of the thirty-six

teachers, or 22 per cent, said that this book was useful for method of teaching religious instruction. Only four teachers cited another source of help with religious instruction: other teachers.

Several teachers commented that, "As it is currently taught, religious instruction is a waste of time." They suggested that either a definite course should be set out, or else the subject should be omitted from the curriculum. Nine teachers felt that a more definite program with a more specific guide would be helpful. Thirteen other teachers suggested that teachers should not be expected to handle this subject, that either it should be dropped from the curriculum, or it should be handled by ministers.

XIII. OPENING EXERCISES

In deciding their opening exercises, a number of teachers recalled what they had seen done during student teaching or internship, or during their own school days. A few teachers received suggestions from other teachers or from their principals. Fifty per cent of the interviewees suggested that opening exercises should be left to the discretion of the individual teacher. Only one interviewee suggested that the school system outline a definite routine to

be followed by all teachers in the system.

XIV. CONCLUSION TO CHAPTER IV

This chapter has presented the analysis of data for the subject areas of the interviews. The findings from this chapter are summarized in Chapter V. Table XLII, page 132, summarizes the help received by beginning teachers with subject content; Table XLIII, page 133, summarizes the help received by beginning teachers with subject method. The suggestions of beginning teachers for the subject areas are summarized on pages 135 and 136.

CHAPTER V

CONCLUSION

Thirty-six of the seventy-five beginning teachers in the elementary schools of the Calgary Public School System were interviewed for this study to provide an analysis of the assistance received by beginning teachers. For each of a number of general areas and subject areas, the teachers were asked to comment on the assistance that they had received and the assistance that they would like to have received. The source of any assistance received (whether university training or one of the phases of Calgary's induction program), the time that the assistance was received, and the felt usefulness of the assistance were all noted, as were any suggestions about help that might have been received. The findings are summarized below.

I. SUMMARY OF FINDINGS

Help Received by Beginning Teachers

Tables XLI, XLII, and XLIII summarize the help that was received in the various areas and sub-areas.

General areas. Table XLI shows the help that was

TABLE XLI

PER CENT OF BEGINNING TEACHERS RECEIVING HELP IN THE GENERAL
SUB-AREAS FROM VARIOUS SOURCES

Source of Help	Long Range Planning	Daily Planning	Making a Timetable	Classroom Routines	General Pu- pil Control	Specific Pu- pil Control	Making Exams	Determining Standings	Reporting to Parents	Knowing Authority	Knowing Re- sponsibility	Purposes	Policies and Procedures	Playground Supervision	Registers
Internship program	44	67	47	83	50	--	22	--	--	--	42	--	17	22	72
Guides, manuals, texts	61	--	56	--	--	--	--	--	--	--	--	--	--	--	--
Principals, assistants	47	17	44	19	39	47	--	44	53	42	38	17	67	47	78
Other teachers	47	31	19	42	25	--	44	31	--	--	--	--	--	17	31
Consultants, supervisors	25	17	--	22	--	31*	--	--	--	--	--	--	--	--	--
In-service program	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
New teachers' meeting	--	--	--	--	--	--	--	--	--	--	--	17	--	--	--
University training:															
Elementary route	33	33	--	50	21	--	42	--	--	--	33	50	--	--	--
Secondary route	8	8	--	25	17	--	42	--	--	--	25	67	--	--	--
Total sample	25	25	--	42	19	--	42	--	--	--	29	56	--	--	--
No help received	--	22	--	--	17	19	28	19	22	38	29	25	28	28	--

NOTE: Only figures of 15 per cent or more were included in this table. If a figure was less than 15 per cent, a dash (--) was placed on the table. The percentages were calculated by comparing the number of teachers that had received help from a source with the number of teachers that could have received help from the source. For the internship program, for example, the figures show the per cent of the interns rather than the per cent of all beginning teachers.

*This figure refers to guidance personnel only.

received in certain general areas or sub-areas. Those general sub-areas that had obscure findings are omitted from this table, as is the area of personal orientation. Table XLI clearly reveals that principals and assistant principals were the most frequently mentioned source of assistance to beginning teachers in the general areas and sub-areas. The internship program ranked second as a source of assistance in the general areas. Other teachers and university training were mentioned in a number of general sub-areas to rank third and fourth respectively. Guides and manuals appeared to be quite useful in two general sub-areas: long range planning and making a timetable.

Subject areas. The sources of help with subject content are summarized in Table XLII. Guides and manuals were by far the most frequently mentioned source of help here. University training was mentioned in several subject areas, especially by elementary route trainees. Other sources of help were mentioned only sporadically for subject content.

The sources of help with subject method are summarized in Table XLIII. Guides and manuals were also the most frequently mentioned source of help with subject method, although they did not rank as high here as they did for subject

TABLE XLII

PER CENT OF BEGINNING TEACHERS RECEIVING HELP FROM
VARIOUS SOURCES WITH SUBJECT CONTENT

Source of Help	Reading	Arithmetic	Writing	Spelling	Social Studies	Science	Health	Art	Music	Physical Education	French
Internship program	--	22	17	--	28	--	--	--	--	18	--
Guides, manuals, texts	100	97	67	100	83	89	--	61	30	47	100
Principals, assistants	--	--	--	--	--	--	--	--	--	--	--
Other teachers	--	--	--	--	17	--	--	33	--	--	--
Consultants, supervisors	--	--	--	--	--	--	--	--	19	28	--
In-service program	--	--	--	--	--	--	--	--	--	--	--
New teachers' meeting	--	--	--	--	--	--	--	--	--	--	--
University training:											
Elementary route	42	58	46	--	--	25	--	54	47	71	--
Secondary route	0	0	8	--	--	0	--	0	0	18	--
Total sample	28	45	33	--	--	17	--	36	33	53	--
No help received	--	--	--	--	--	--	74	--	19	--	--

NOTE: Only figures of 15 per cent or more were included in this table. If a figure was less than 15 per cent, a dash (--) was placed on the table. The percentage figures were calculated by comparing the number of teachers that had received help from a source with the number of teachers that could have received help from the source. For the internship program, for example, the figures show the per cent of the interns rather than the per cent of all beginning teachers.

TABLE XLIII

PER CENT OF BEGINNING TEACHERS RECEIVING HELP FROM
VARIOUS SOURCES WITH SUBJECT METHOD

Source of Help	Reading	Arithmetic	Writing	Spelling	Social Studies	Science	Health	Art	Music	Physical Education	French
Internship program	44	33	33	29	67	17	--	22	23	18	25
Guides, manuals, texts	92	94	--	51	42	43	--	33	--	19	100
Principals, assistants	--	22	--	--	--	--	--	--	--	--	--
Other teachers	--	--	--	--	17	--	--	19	--	--	--
Consultants, supervisors	22	19	--	--	19	--	--	--	41	47	27
In-service program	--	--	--	--	--	--	--	--	--	--	--
New teachers' meeting	--	--	22	--	28	--	--	--	--	--	--
University training:											
Elementary route	63	33	33	21	25	50	--	50	58	81	--
Secondary route	8	8	8	9	8	0	--	0	0	27	--
Total sample	44	25	25	17	19	34	--	33	41	63	--
No help received	--	--	31	--	--	20	82	--	--	--	--

NOTE: Only figures of 15 per cent or more were included in this table. If a figure was less than 15 per cent, a dash (--) was placed on the table. The percentage figures were calculated by comparing the number of teachers that had received help from a source with the number of teachers that could have received help from the source. For the internship program, for example, the figures show the per cent of the interns rather than the per cent of all beginning teachers.

content. The internship program and university training ranked second and third as sources of help with subject method. Among the elementary route trainees, university training ranked a high second. However, its over-all rating for subject method was a close third to the internship program. Consultants and specialist supervisors ranked fourth as a source of assistance for subject method.

Assistance Requested by Beginning Teachers

A great variety of suggestions for additional help were made by the interviewees. Only those which were common to a number of teachers are reported here.

General areas. Forty-two per cent of the interviewees suggested that help be given with planning before the start of school. These teachers mentioned at various points during the interviews that they would like to have had access to guides and other materials in August so that they could have started preparing for school then. A number of teachers suggested that samples of daily plans, timetables, and comments for report cards be made available to beginning teachers early in the school year. Thirty-one per cent of the interviewees suggested that more guidance personnel be made available so that teachers could approach them on short notice for

help with student behavioral or emotional problems. Many teachers felt that principals should carefully outline to beginning teachers their authority and their responsibility as teachers, their duties during playground supervision, and the policies and procedures of the school. Also, many beginning teachers wanted more help with the determination of pupil standings.

Subject areas. Several beginning teachers, mainly non-interns, suggested that a variety of demonstration lessons be presented in such subjects as reading and social studies. Seventy-four per cent of the interviewees recommended that a better course be instituted in spelling; 79 per cent requested a guide or an outline for health. More detailed guides giving suggested methods were recommended for writing (56 per cent), social studies (42 per cent), science (33 per cent), physical education (25 per cent), and art (22 per cent). Also, 61 per cent of the interviewees wanted more reference books for social studies, 31 per cent wanted more science equipment, 28 per cent wanted more art materials, and 26 per cent wanted more materials and equipment for music. Several teachers recommended that more practice be given, either during internship or during university training, in making

social studies unit plans. Partial departmentalization in the elementary school was recommended by 53 per cent of the teachers. Fifty per cent did exchange classes for at least one subject. Altogether, 78 per cent of the interviewees were either practicing or recommending partial departmentalization of the elementary school.

II. DISCUSSION

This study has examined the assistance received by beginning elementary school teachers in the Calgary Public School System. How helpful were the various phases of the induction program and how helpful was university training to the first-year teacher?

University Training

University training appeared to provide a good overall background for first-year teachers. Beginning teachers frequently mentioned their university training as being helpful in a number of general areas and in most of the subject areas.¹ For many general sub-areas, university training was

¹See Tables XLI, XLII, and XLIII, supra, pp. 130, 132, and 133.

mentioned by both elementary route trainees and secondary route trainees. For the subject areas, however, this source of assistance was frequently mentioned by elementary route trainees, but seldom mentioned by secondary route trainees.² Since all of the teachers in this study were teaching in elementary schools, this finding would be expected.

Curriculum Guides and Teacher Manuals

Curriculum guides and teacher manuals were the most frequently mentioned source of assistance for both subject content and subject method; moreover, for subject content they far out-ranked any other source of assistance. In the general sub-areas, they were frequently mentioned as being useful for long range planning and for making a timetable.³

Even though the guides rated high among the sources of help for the subject areas, many beginning teachers still felt that a number of the guides could be improved. They suggested that guides giving more detail (detail especially with respect to method) be devised for writing, social studies,

²Ibid.

³Ibid.

science, physical education, and art.⁴ Some of the teachers did not have access to any of the physical education pamphlets available in the system, while others had access to only a few of these pamphlets. Also, 79 per cent of the interviewees requested that a guide, or at least a course outline, be made available for health, and 74 per cent recommended that a better course be instituted in spelling.

Most beginning teachers (61 per cent) received their guides and manuals during the first week of school, eleven per cent received theirs after the first week of school, and 28 per cent received theirs before school started. Forty-two per cent of the teachers interviewed recommended that guides and manuals, as well as personal assistance, be made available to beginning teachers before the start of school. Also, when the interviewees were asked about the main problems of beginning teachers, many of them mentioned the confusion and disorganization of the first few weeks of school.⁵ Apparently, most of the teachers felt that they had been unprepared for the start of school. They felt that the provision of guides

⁴Supra, p. 135, et passim.

⁵Supra, p. 75.

and manuals as well as personal help prior to the start of school might have helped alleviate this problem.

The Internship Program

The internship program was frequently mentioned as a good source of assistance in many of the general sub-areas. It was especially helpful in these sub-areas: classroom routines, the classroom register, and daily planning. It also was frequently mentioned for subject method, appearing to be particularly valuable for social studies.⁶

Several interns suggested that the internship program should be extended in length to at least two months, some suggesting as long as a year of internship. Some of these interns felt that the added time could be used for making long range plans and, generally, for preparing for next year. A few teachers suggested that internship should be made compulsory.

Of the eighteen interns interviewed, only two made unfavorable comments about the internship program. The comments of various interns seemed to indicate that the manner

⁶See Tables XLI, XLII, and XLIII, supra, pp. 132, 133, and 134.

and ability of the cooperating teacher was an important factor in the success of the internship program. Such a relationship would certainly be expected.

Many non-interns indicated regret at not having interned. Three of the eighteen non-interns had applied for the internship program, but were refused admittance. All three had been appointed to staff either after or near the deadline date for entries into the program. They felt that the school system could have expended more effort to include them into the internship program.

Principals and Assistant Principals

When the interviewees were asked at the end of each interview what they thought were the best sources of assistance for a beginning teacher, they most frequently mentioned principals and assistant principals.⁷ The summary of findings indicates that principals and assistant principals were indeed the most frequently mentioned source of assistance for the general areas and sub-areas, but that they were listed infrequently as a source of help in the subject areas.⁸

⁷See Table XIX, supra, p. 76.

⁸See Tables XLI, XLII, and XLII, supra, pp. 130, 132, and 133.

Even though principals and assistant principals were listed as the main source of help in the general areas, a number of beginning teachers did not receive help from this source in certain sub-areas. A number of beginning teachers suggested that principals could do more at the beginning of the school year to carefully outline to teachers their authority and their responsibility as teachers, their duties during playground supervision, and the policies and procedures of the school. Also, many beginning teachers felt that they might have received more help with determining pupil standings.⁹ However, many of the teachers said that the principals appeared to be too busy, especially at the beginning of the year, to give them the help that they desired.

Other Teachers

Beginning teachers found other teachers to be helpful in a number of general sub-areas and in the subject areas of art and social studies. They were fairly helpful in these general sub-areas: long range planning, making examinations, and classroom routines.¹⁰

⁹Supra, p. 135, et passim.

¹⁰See Tables XLI, XLII, and XLIII, supra, pp. 130, 132, and 133.

A few interviewees suggested that the assignment of "buddy" teachers to new teachers on staff would be a good idea. A "buddy" teacher is an experienced teacher who is given the task of helping the new teacher become oriented. This suggestion was made by beginning teachers who felt that their principals and assistant principals were too busy to give them the help that they needed at the beginning of the school year.

Consultants and Specialist Supervisors

Generalist consultants were found to be of some help in the general sub-areas of long range planning, daily planning, and classroom routines, and in the subject method sub-areas of reading, arithmetic, and social studies.¹¹ In many sub-areas, help from generalist consultants was mentioned by only a few teachers.

Of the thirty-six teachers interviewed, 22 per cent were visited once by a generalist consultant, 56 per cent were visited twice, and 19 per cent were visited three times; only one teacher was visited more than three times. Since the first visit is generally a short "hello" visit, the

¹¹ Ibid.

consultants apparently do not spend much time with many of the teachers. Also, the second visit is rarely before November -- two months after school has started. Several teachers commented that the consultant's visit was too late in the school year to be of much value.

Specialist supervisors visited teachers in the subject areas of music, physical education, and French. The visits of these specialist supervisors were found to be fairly helpful, especially in physical education and music. The prescriptive nature of the French program appeared to reduce the value of the supervisor's visit in that subject.¹²

The New Teachers' Meeting

The new teachers' meeting was mentioned infrequently by beginning teachers as a source of assistance.¹³ Possibly its greatest value was that it officially welcomed new teachers to the school system and, at the same time, introduced them to central office personnel.

In-service Training

In-service courses were seldom mentioned as a source

¹² Ibid.

¹³ Ibid.

of help by beginning teachers. Beginning teachers in Calgary are usually discouraged from enrolling in in-service courses during their first year of teaching. Only five of the interviewees had taken in-service training; this necessarily accounts for its poor showing as a source of assistance among beginning teachers.

III. RECOMMENDATIONS

The recommendations which follow are presented in consideration of the findings of this study.

The Internship Program

Because so much value was credited to the internship program by the interns, it is recommended that the internship program be continued and perhaps expanded, and that every effort be made by the school system to encourage or require its beginning teachers to participate in the program. Also, many interns seemed to feel that the internship program was of more value to those interns who were assigned the same grade in the fall and during internship than it was to those interns who were assigned different grades at these times. Possibly further research could determine the validity of this belief.

Preparing for the Start of School

Many beginning teachers felt that their biggest problem during the year was the confusion and disorganization of their first weeks of teaching. Many teachers recommended that guides, manuals, and other materials be given to beginning teachers at least one or two weeks before the start of school. A number of teachers also suggested that principals or consultants should at this time help the beginning teachers prepare for the start of school. In view of these findings, it is recommended that the school system endeavor to find a way of reducing the confusion and lack of organization among beginning teachers at the start of the school year. Consideration may be given to the following plan.

Non-interns could be invited to commence work two weeks prior to the start of school. This two-week period might be arranged as a workshop beginning with a series of meetings similar to the present new teachers' meeting, but perhaps somewhat more detailed. During these meetings, guides, manuals, and other materials could be supplied to the new teachers. The interns, of course, would have attended similar meetings and received similar materials during the internship program.

The remaining time of the two-week period could be

spent in preparing for the start of school. Each new teacher could visit his school and meet his principal. With the aid of his principal or a consultant, both of whom would be available to provide guidance, he could begin exploring the curriculum and planning for the start of school. If he were an intern, he would hopefully have commenced this task much earlier in the summer.

At the end of the two-week period and prior to the start of school, these beginning teachers could be given their first monthly pay check. In effect, this would mean that they were being hired for the one-year period August 1 to July 31 rather than for the period September 1 to August 31. Under these arrangements, beginning teachers would likely be quite willing to spend some time in August preparing for the start of school.

A plan such as this should eliminate much of the confusion and disorder which apparently characterizes the first weeks of teaching for many beginning teachers. Such a plan, however, would require the definite placement of beginning teachers some time before the start of school.

Guides

Most beginning teachers have little time in which to

adequately prepare, on their own, to teach twelve different subjects every week. For the beginner, detailed guides are extremely valuable. Many beginning teachers felt that the guides in certain subject areas in the Calgary Public School System were inadequate. It is therefore recommended that more detailed and up-to-date guides be made available in writing, social studies, and science.

At the same time, it is noted that no course outline was available in health. The lack of a guide in health may lead to a repetition of content from year to year and, possibly, to the omission of important content. Seventy-four per cent of the beginning teachers in this study reported no help with content in this course, and 82 per cent reported no help with method of teaching health.¹⁴ It is therefore recommended that a course outline and guidebook be made available for the subject, health.

In addition, it is recommended that care be taken to ensure that every new teacher receives a copy of every approved guide. Several beginning teachers, for instance, had access to none of, or only a few of, the various pamphlets

¹⁴Supra, p. 106.

that were available from the physical education department.

Staff Organization

Not only is it difficult for beginning teachers to prepare to teach twelve different subjects every week, but it is also unlikely that most teachers would exhibit an interest in all twelve subjects. In fact, many of the interviewees acknowledged a tendency to treat preferentially those subjects in which they were more interested. Seventy-eight per cent of the interviewees either exchanged classes for at least one subject or recommended that elementary school teachers exchange classes for certain subjects. One teacher said that he would not remain in the elementary schools because of the lack of teacher specialization at that level.

Because of the foregoing discussion, and because research evidence indicates that exposure to a number of teachers is not detrimental to the elementary school child,¹⁵ it is recommended that the Calgary Public School System experiment with other forms of staff organization at the

¹⁵Walter H. Worth, "Proposals for Improved Organization of the Elementary School," Organization - a Means to Improved Instruction, The 1962 Alberta Principals' Leadership Course, pp. 48-50.

elementary level. Semi-departmentalization and team teaching may both be attempted on an experimental basis.

The Consultant's Role

It is recommended that a project be undertaken by the school system to determine how the effectiveness of the generalist consultants can be improved. Following are some possible solutions which may be investigated: (1) the provision of more generalist consultants, (2) the provision of specialist consultants for more subject areas, (3) a distinct differentiation between the role of the consultant and the role of the supervisor, with a corresponding change of name of the present "specialist supervisor" to "specialist consultant", (4) a change in the nature of the consultant's visit, to perhaps entail more than just observation and discussion, (5) the appointment of qualified and experienced teachers in each school as consultants, who would be given sufficient spare time to conduct their duties efficiently, (6) the designation of some schools as training schools in which all first-year teachers would be assigned to teach under the supervision of highly experienced "master" teachers, or (7) the appointment of principals and vice principals (especially the latter) with increased and specific consultative responsibility.

Help with Specific Sub-areas

Many beginning teachers indicated that they would have liked more help in the following sub-areas: (1) the teacher's authority, (2) the teacher's responsibility, (3) the expectations for teachers on playground supervision, (4) the policies and procedures of the school, and (5) the determination of pupil standings within the school. It is recommended that the school system examine the possibility of providing more assistance to beginning teachers in these sub-areas. For instance, it may be possible for school principals to discuss these sub-areas with their teachers at staff meetings either before or shortly after the start of school, and to give help throughout the school year with the determination of pupil standings. In view of the expressed value of manuals, perhaps the school system should investigate the possibility of codifying some of the principles of "authority", "responsibility", and so on, so that principals may enlarge upon these by giving illustrations and examples of their practical application in the school concerned.

Materials and Equipment

Many beginning teachers indicated that they wanted more materials and equipment for certain subject areas. It

is therefore recommended that the Calgary Public School System investigate the possibility of providing its elementary schools with: (1) more reference books for social studies, (2) more equipment for science, (3) more materials for art, and (4) more materials and equipment for music. Each of these was requested by over 25 per cent of the interviewees, with more reference books for social studies being requested by 61 per cent of beginning teachers.

IV. CONCLUSION TO CHAPTER V

This chapter has summarized the findings of the study and presented a number of recommendations based on these findings. Also, it has presented a discussion of university training and of the various phases of Calgary's induction program to show where each of these was found to be of assistance to beginning teachers and where beginning teachers felt that there could have been more assistance. The investigator trusts that this information may be of assistance to the Calgary Public School System in its attempts to provide quality education.

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APPENDICES

APPENDIX A

THE RECORDING INSTRUMENT

DIRECTIONS FOR USING THE INSTRUMENT

The interviewer will complete the instrument's sixteen-page chart as he conducts the interview. The chart itself will serve to structure the interview. Columns 2 to 5 will be used for recording help that was received by the interviewee. Columns 6 to 8 will be used to record that help which the interviewee feels should be given to all beginning teachers.

Columns 2 and 6 are included to permit the interviewer to record comments or specific points mentioned by the interviewee in the various areas or sub-areas.

Columns 3 and 7 respectively will show how help was received and how help should be received. The following code will be used in these columns:

- I - Internship program
- N - New teachers' meeting
- C - Consultant or specialist supervisor
- P - Principal or assistant principal
- T - Other teachers in the system
- G - Curriculum guidebooks or teacher manuals
- X - In-service program
- U - University training
- Z - Other sources (specify)

Columns 4 and 8 respectively will show when help was received and when help should be received. The following code will be used in these columns:

- A - Before school starts
- B - First week of school
- C - First month of school
- D - Between September 30 and January 1
- E - After January 1

Column 5, "Use", will show the interviewee's appraisal of how useful the help was, as it was received. This column will be coded as follows:

- 1 - Very useful
- 2 - Useful
- 3 - Of little use

The cover page of the instrument will be completed prior to the interview, but will be checked with the interviewee at the beginning of the interview.

During the interview, the interviewee will be given an uncompleted copy of the sixteen-page chart so that he can easily follow along. He will also be given a "Code Sheet" which will enable him to respond to the interviewer's questions about columns 3, 4, 5, 7, and 8 by choosing from the structured responses. These materials will serve as guides to orient the interviewee to the situation.

CODE SHEET

Column 3, HOW help was received, and
Column 7, HOW help should be given:

Internship program

New teachers' meeting

Consultant or specialist supervisor

Principal or assistant principal

Other teachers

Curriculum guides or teacher manuals

In-service program

Other sources

Column 4, WHEN help was received, and
Column 8, WHEN help should be given:

Before school starts

First week of school

First month of school

Between September 30 and January 1

After January 1

Column 5, USEfulness of help received:

1. - Very useful

2. - Useful

3. - Of little use

Teacher number _____

Internship _____

Route _____

Division _____

Grades taught _____

Certificate or Degree _____

Subject qualifications _____

In-service Courses _____

The preceding page is a sample sheet from the recording instrument. The entire instrument covered the following areas and sub-areas:

I. THE GENERAL AREAS

A. Planning

1. Long range
2. Daily

B. Organizing

1. Grouping pupils
2. Timetabling
3. Budgeting teacher time
4. Establishing routines

C. Pupil Control

1. General
2. Specific problems

D. Pupil Evaluation

1. Making examinations
2. Giving examinations
3. Determining pupil standings
4. Reporting to parents

E. Determining Role Expectations

1. Authority delegated
2. Responsibilities and expected duties

F. Getting Information About

1. School purposes
2. School policies and procedures

G. Extra Duties

1. Playground supervision
2. Extra-curricular duties (clubs, sports)
3. Assigned jobs, such as librarian, visual aids coordinator, and so on

H. Supplies and Facilities

1. Knowing what is available
2. Obtaining what is needed

I. Keeping the Classroom Register

J. Personal Orientation

1. Receiving a feeling of welcome
2. Finding living accommodation
3. Finding transportation to and from school
4. Getting information on
 - a. Salary
 - b. Medical services
 - c. Group insurance

K. Other

II. THE SUBJECT AREAS

The two sub-areas "Content" and "Method" were included under each of the following subject areas:

- A. Reading
- B. Arithmetic
- C. Writing and Printing
- D. Spelling
- E. Social Studies
- F. Science

- G. Health
- H. Art
- I. Music
- J. Physical Education
- K. French
- L. Religious Instruction and Opening Exercises

III. THE SUMMARY QUESTIONS

At the end of each interview, the following summary questions were asked:

1. What, would you say, are the main problems of beginning teachers?
2. What, would you say, are the best sources of assistance for a beginning teacher?

APPENDIX B

CORRESPONDENCE TO PRINCIPALS AND TEACHERS

STATEMENT READ BY MR. DEREK V. MORRIS, ASSISTANT
SUPERINTENDENT, DIVISION II, TO THE PRINCIPALS'
MEETING, MARCH 23, 1965.

I would like to briefly describe a study that is being planned for the Calgary Public School System this May.

The instigator of this study, Mr. Formanek, proposes to interview beginning teachers -- teachers who have had no experience prior to this year -- to determine what problems they have encountered in this first year of teaching, and to discover what assistance they have received in solving these problems. The plan calls for a look at each subject area, and at such other areas as planning, discipline, and so on, to see what these teachers found to be their major problems, and also to see how they were helped through these problems.

It is hoped that this study will point out those areas in which beginning teachers need the most assistance, as well as arriving at some conclusion about what source of assistance is most helpful in each case. In essence, this will be a study of Calgary's induction program for beginning teachers.

Mr. Formanek plans to conduct interviews of a number of the beginning teachers in the elementary schools. He would prefer to conduct these interviews within the school during school hours. A competent substitute teacher will be provided for the teacher's room during the time of the interview. He requests your permission and your cooperation in this endeavor, should one of your teachers be selected for the study.

This study has received the approval of Mr. Warren and Mr. Geiger. We sincerely hope that -- should you receive a letter within the next few weeks -- you will consent to permit Mr. Formanek to conduct an interview within your school.

LETTER: MR. GEIGER TO PRINCIPALS

March 24, 1965.

Dear _____:

At the meeting for principals on March 23, Mr. Morris outlined a study being undertaken by Mr. Formanek -- a member of our teaching staff. You will recall that Mr. Formanek is planning to interview a number of beginning elementary school teachers to determine the effectiveness of Calgary's induction program. We feel that this study will be of value to us, and will fit in with the evaluation of our elementary school program.

One of the beginning teachers from your staff has been selected to participate in the study. We are requesting your permission to allow Mr. Formanek to interview this teacher at your school during school hours. Mr. Formanek has a competent substitute teacher travelling with him to take over the teacher's class during the interview.

If you agree to Mr. Formanek entering your school, you will be notified in advance of the date and time of the interview. I feel that this is a worthy project, and I would encourage you to cooperate with Mr. Formanek in this endeavor.

Should you decide not to allow Mr. Formanek to enter your school for this purpose, please indicate this below and return the letter to my office before March 31.

Yours truly,

O.S. GEIGER
Superintendent of Elementary
Schools

LETTER: MR. GEIGER TO TEACHERS

April 2, 1965.

Dear _____:

A fellow teacher on our staff has taken this year off to return to university. This teacher, Clarence Formanek, is conducting a study as part of his requirements at university. Mr. Formanek is planning to interview a number of beginning teachers in Calgary to determine what problems face teachers in their first year of teaching, and to determine how successful our school system has been in helping beginning teachers to overcome these problems. In particular, Mr. Formanek hopes to discover how we might better help future beginning teachers.

Mr. Formanek has selected 36 names of beginning teachers in our elementary schools. You are among those chosen. In a few days, you will be receiving a letter from Mr. Formanek asking you to participate in his research study.

I assure you that Mr. Formanek has received permission to conduct this study in Calgary, and I hope that you will cooperate with him by granting him an interview. He will give you more information in his letter.

Yours truly,

O.S. GEIGER
Superintendent of Elementary
Schools

LETTER TO THE TEACHERS

April 5, 1965.

Dear _____:

You have probably received a letter from Mr. Geiger informing you of a research study that I am conducting. This study is designed to determine some of the problems of first-year teachers, and to discover how these teachers have overcome their problems. One of my purposes is to find out whether the help given beginning teachers by the school system is adequate.

You are one of 36 teachers that has been selected for this study. I would like to interview you sometime during the month of May. I have a qualified teacher travelling with me who can take over your class for the duration of the interview. (The interview will probably take about 1½ hours.) Any information obtained during the interview will be kept strictly confidential.

Your assistance in this research project would be greatly appreciated. However, should you object to participating in the interview, please indicate this at the bottom of the sheet and return it to me at the above address by April 12. Otherwise, I will contact you the last week of April to discuss the time of the interview.

Yours sincerely,

Clarence Formanek

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